DOCUMENT RESUME

ED 033 091 SP 003 240

By-Preuss, William J.

The Initiation and Evaluation of a Human Relations Program Conducted by Teacher Training Students in an Elementary School. Final Report.

Concordia Teachers Coll., Seward, Nebr.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Jun 69

Grant-OEG-6-8-008-009-0013-057

Note-118p.

EDRS Price MF-$0.50 HC-$6.00

Descriptors-Counseling, Elementary School Teachers, *Human Relations Programs, *Preservice Education, Self Concept, *Sensitivity Training, Student Attitudes, Student Teacher Relationship, Teacher Attitudes, Training Techniques

An experimental human relations program was conducted in which sophomore teacher trainees were stimulated to develop a one-to-one relationship with an elementary school child. The basic objective was to enhance the development of acceptance of self, acceptance of others, and acceptance by others in both the trainees and the children. It was theorized that human relations instruction plus counseling would result in greater attitudinal change than would result from instruction only, or no instruction. There were four treatment conditions: (1) previous human relations training, (2) lecture and small group discussion in each of 10 areas of human relations principles, (3) individual and group counseling, (4) development of a relationship with a child randomly matched with the trainee. Four instruments were administered to trainees and four to students to measure self-concept, interpersonal values, attitudes, and personality. Although the analysis of posttest data did not produce statistically significant results, the study demonstrated that positive attitudinal and behavioral change can be transmitted from instructor to student to child through the approach utilized. (Included are the nonstandard instruments used, an outline of the instructional program, recommendations for program implementation, and bibliography.) (JS)

ED0 33091

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED F
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW O
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF ED
POSITION OR POLICY.

Final Report

Project No. 8-F-009

Grant No. OEG-6-8-008009-0013 (057)

The Initiation and Evaluation of a Human Relations Program Conducted by Teacher Training Students in an Elementary School

William J. Preuss
Concordia Teachers College
Seward, Nebraska

June 1969

Consultants

Wilfred C. Langefeld
Concordia Teachers College
Seward, Nebraska

Herman L. Glaess
Concordia Teachers College
Seward, Nebraska

Donald O. Clifton
University of Nebraska
Lincoln, Nebraska

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

SP003240

Contents

Page

Summary 1

Introduction 5

Methods 9

Results 20
  Teacher Training Students 21
  Elementary School Children 34

Conclusions 49

Recommendations 61

Appendixes . . . .
  A.--Written Explanation of Project to Teachers 64
  B.--Behavior Check List 65
  C.--Written Explanation of Project to Parents 68
  D.--Sociometric Rating Scale 69
  E.--Elementary Self Concept Scale 71
  F.--Elementary Sociometric Rating Scale 73
  G.--Questionnaire for Parents 75
  H.--Structured Interview for Teacher Training Students 78
  I.--Booklet Given to Teacher Training Students 80
  J.--Instructional Program 81
  K.--Counseling Emphases 100
  L.--Recommendations for Program Implementation 102
  M.--Statistical Formulas 110

References 112

Bibliography 114

List of Tables

Table		Page
1	Research Design	11
2	Wilcoxon T values for the Groups of Teacher Training Students	22
3	z Scores for Wilcoxon Values Reported in Table 2	22
4	Percentage of the Teacher Training Students Showing Increase Scores on the Second Administration of the Instruments	26
5	Pre-Test Means for the Groups of Teacher Training Students	27
6	Post-Test Means for the Groups of Teacher Training Students	27
7	Changes in Means for the Groups of Teacher Training Students	27
8	Kruskal-Wallis Values of H for Teacher Training Students	29
9	Mann-Whitney U Values for Comparisons of the Difference Scores for the Groups of Teacher Training Students	29
10	z Scores for Mann-Whitney U Values Reported in Table 8	30
11	Quality of Relationship with a Child	32
12	Means of Ratings of the Relationship Developed by a Student with a Child	33
13	Wilcoxon T Values for the Groups of Elementary School Children	35
14	z Scores for Wilcoxon Values Reported in Table 13	35
15	Percentage of the Elementary School Children Showing Increase Scores on the Second Administration of the Instruments	40
16	Pre-Test Means for the Groups of Elementary School Children	41
17	Post-Test Means for the Groups of Elementary School Children	41
18	Changes in Means for the Groups of Elementary School Children	42
19	Kruskal-Wallis Values of H for Elementary School Children	43
20	Mann-Whitney U Values for Comparisons of the Difference Scores for the Groups of Elementary School Children	44
21	z Scores for Mann-Whitney U Values Reported in Table 20	44

ACKNOWLEDGEMENTS

Gratitude and appreciation is expressed to the many individuals who contributed time, effort, encouragement, and suggestions to make this study possible. Special gratitude must go to the teachers and administrators of St. Johns Lutheran School; to members of the administration, faculty, accounting and secretarial staffs of Concordia Teachers College; to the parents and children involved; to the teacher training students involved in the project as well as those selected as members of the control group; and especially to the principal consultants for the study.

Gratitude is also expressed to the publishers of the various standardized tests for granting permission to use data obtained from administering their instruments in completing this report.

From the *California Test of Personality, Primary and Secondary*, devised by Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs. Copyright © 1942, 1953, by McGraw-Hill, Inc. Used by permission of the publisher, California Test Bureau, a Division of McGraw-Hill Book Company, Monterey, California.

From the *Tennessee Self Concept Scale*, devised by William H. Fitts, Ph. D.. Copyright © 1965, by Counselor Recordings and Tests. Used by permission of the publisher, Counselor Recordings and Tests, Nashville, Tennessee.

From the *Minnesota Teacher Attitude Inventory*, devised by Walter W. Cook, Carroll H. Leads, Robert Callis. Copyright © 1951, by The Psychological Corporation. Used by permission of the publisher, The Psychological Corporation, New York, New York.

From the *Survey of Interpersonal Values*, devised by Leonard V. Gordon, Ph. D.. Copyright © 1960, by Science Research Associates, Inc.. Used by permission of the publisher, Science Research Associates, inc., a subsidiary of IBM.

From the *Child Behavior Rating Scale*, devised by Russell N. Cassel, Ed.D.. Copyright © 1962, by Western Psychological Services. Used by permission of the publisher, Western Psychological Services, Beverly Hills, California.

SUMMARY

The purpose of the project was to initiate, maintain, and evaluate a human relations program utilizing teacher training students who were stimulated to develop a one-to-one relationship with an elementary school child. One goal of the program was to develop more positive attitudes toward self and more positive peer relationships within the elementary children. Another goal was to develop within the teacher training students more skill in relating to elementary school children as the teacher training students grew in understanding of the feelings, concerns, and interests of children. It was anticipated that the teacher training students would also develop more positive attitudes toward self and others as each attempted to build a mutually satisfying relationship with a child while giving some consideration to human relations principles.

The sample included sophomore teacher training students enrolled at Concordia Teachers College and children enrolled in the second and third grades of St. Johns Lutheran School in Seward, Nebraska. The duration of the project was the major portion of the 1968-1969 school year. The instructional program for the teacher training students included ten areas of human relations principles. Different combinations of stimulation were structured for each of four groups of teacher training students involved in the project. Additional teacher training students were included in the evaluation procedures to provide a control group.

The basic objective of the project was to enhance the development of acceptance of self, acceptance of others, and acceptance by others in the teacher training students, as well as in the elementary school children. The theory held that instruction in human relations in conjunction with counseling provided for some of the teacher training students would result in greater attitudinal change within them, and within the children with whom they were associated, than would be evident in the groups receiving instruction only, or no instruction, in human relations principles.

The instructional cycle in each of the areas of human relations principles included a basic lecture to a large group of students followed by small group meetings which focused initially on general application of the principles, and secondly on specific application to the relationship developed between the teacher training student and the elementary school child. The counseling provided for two of the groups of students included an individual counseling relationship with the investigator as well as periodic group sharing sessions.

The teacher training students matched with elementary school children in one classroom had some previous training in human relations during their freshman year of college. Those students had entered into a weekly counseling program with a faculty advisor and had been encouraged to become stimulators of positive interpersonal relations within their dormitory groups primarily, but in all campus activities generally. This group of students was included in the instructional and counseling cycles. They had previous human relations training,

received instruction, were involved in two types of counseling relationships, and developed a relationship with a child.

A second group of teacher training students was included in the instructional and counseling cycles while developing a relationship with a child. The conditions structured for the second group of students differed from the first group only in the lack of previous training in human relations skills of the type described in the preceding paragraph. They received instruction, were involved in two types of counseling relationships, and developed a relationship with a child.

A third group of teacher training students was included in the instructional cycle but was excluded from the counseling cycle and did not have the previous training in human relations skills. They simply received instruction and developed a relationship with a child.

A fourth group of teacher training students was encouraged to develop a relationship with a child and met with the investigator periodically, chiefly to be informed of administrative procedures. The goal for this group of students was to develop a relationship with a child with a minimal amount of initial orientation and stimulation, and with virtually no stimulation from the investigator to enhance or sustain the relationship during the course of the project.

A fifth group of teacher training students was selected at random from the remainder of the sophomore class to serve as a control group. The instruments were administered to this group at the same time the students in the other four groups were evaluated.

Data was gathered from the teacher training students with the Tennessee Self Concept Scale, Survey of Interpersonal Values, Minnesota Teacher Attitude Inventory, and selected subtests from the California Test of Personality. A Sociometric Rating Scale was administered to a sample of the teacher training students.

To measure the effect of the program on the elementary school children, data was gathered with a Self Concept Scale, Sociometric Rating Scale, The Child Behavior Rating Scale, and selected subtests from the California Test of Personality. The scales were recorded by each teacher training student as he interviewed the child with whom he developed a relationship and as he observed the child in a variety of contexts. A Behavior Check List was used by each classroom teacher as she observed the group of children in her classroom. The Stanford Achievement Test was administered as part of the elementary school testing program.

The basic hypothesis was that the first group of teacher training students with four conditions included in their combination of experiences would make a greater degree of positive change on the dimensions acceptance of self, acceptance of others, and acceptance by others than the other groups of teacher training students. A second prediction was that the elementary school children matched with the first group of teacher training students would also make a greater degree of positive change on the same dimensions than the other groups of children as a result of the relationship developed between each student and his child. The third hypothesis predicted that as each condition was deleted from the combination of experiences provided for a particular group of teacher training students, that group of students would make less positive change on the identified dimensions and consequently their elementary school children counterparts would likewise make less positive change.

The results assessed by the array of instruments used in the study were neither as clearly identifiable nor as significant as was anticipated. A limited number of significant between group differences were found on the various scales. However, within group comparisons revealed the expected alignment of the groups of teacher training students in the direction of change, but not in the magnitude of change, on the Minnesota Teacher Attitude Inventory. The four groups of teacher training students involved with elementary school children were differentiated from the control group on acceptance of their behavior and on overall self esteem on the Tennessee Self Concept Scale. The results obtained with the other instruments did not consistently document the predicted differences within each of the groups of teacher training students. The overall analysis of results obtained with the teacher training students on the various instruments indicated the control group changed in the negative direction on a majority of the evaluations while the groups involved with children remained stable, or changed in a positive direction, on a majority of the evaluations made. The assessed changes were not of such magnitude as to reach a level of significance when analyzed statistically.

The elementary school children presented a fluctuating pattern of change. The children associated with the second group of teacher training students described earlier changed in the positive direction on the sociometric ratings given and received while the other groups generally became more negative. The children in both groups associated with students receiving more intensive experiences changed positively on several of the California Test of Personality subtests. Those two groups of children changed predominately in the positive direction on the Elementary Self Concept Scale while the remaining groups changed consistently in a negative direction. The results obtained with The Behavior Rating Scale consistently differentiated the three groups of children associated with teacher training students who received instruction in human relations from the children matched with students for the purpose of developing a relationship only. The ratings given by teachers on the Behavior Check List indicated the type of arrangement predicted for each group of children on the Acceptance by Others scale and change in the positive direction for all four groups on the Friendliness scale. The results on the other four scales presented an inconsistent pattern for each group of children.

Statistical analysis of the data provided minimal and inconsistent support for the predictive hypotheses in terms of changed responses on the post-tests which reached the .05 level of significance. However, analysis of the patterns of directional change or stability of the groups provided with the more intensive experiences compared to the various types of contrast groups strongly suggests the program of human relations held the involved students at the initial level of response and contributed to a degree of change in the positive direction on those instruments which measured more directly the phenomena upon which the program was based. The study demonstrated that positive attitudinal and behavioral change can be transmitted from instructor to student to child through the approach utilized. However, positive directional change was achieved in small steps and quite slowly.

Such an approach can become a vital experience for teacher training students. Recommendations for implementation of such a program would include an initial assessment of the readiness of teacher training students to participate, inclusion of the program as part of a student's preparation for teaching as a practicuum rather than as a voluntary project, development of more specific evaluation tools and procedures, and limiting the number of students an instructor works with to a realistic level so each student receives the guidance, instruction, and counseling which was provided for the two groups of students receiving the more intensive combination of experiences.

INTRODUCTION

The research reported herein was based upon the theoretical position that one method of fostering human potentiality development is found in the personal interaction which can occur within the relationship of two individuals. The possibilities for inducing behavioral change leading to an enriched life through an approach of personal interaction have yet to be fully appreciated; moreover, such an approach offers the promise of results which far transcend behavioral changes attained through the didactic methods utilized almost exclusively at this time.

The basic assumptions upon which this research was based are as follows:

1. Man has the responsibility to promote the fullest development of human potentiality both within himself and within others.
2. Human beings transcend everything else in importance and value.
3. Every human being has immeasurable worth.
4. Every individual should be given the opportunity to live an enriched, meaningful life.
5. The way in which individuals live with one another can make significant differences in their lives.
6. Man's existence finds its richest expression in service to others, that is, in giving of self to others.

With the reality of programmed learning, computerized instruction, and other media developments, one ponders: What will be the role of the classroom teacher in the years ahead? What will be expected of teachers when classrooms are filled with teaching machines and other forms of instructional media which very effectively communicate the various subject matter areas?

The foregoing are serious questions if one envisions teaching primarily as the imparting of factual information. But for those who see the role of the classroom teacher in a much broader context, wherein the teacher is an understanding and accepting guide to children during the learning process endeavoring to foster the development of healthy self concepts and positive attitudes, the role of the classroom teacher may not undergo as drastic a change as some would predict. The teacher of the future should not be just an electronics expert or a distributor of programs for various teaching machines. The teacher of the future must remain an individual interested primarily in children. The successful teacher will strive to develop the ability to communicate and interact meaningfully with students within the learning environment of the classroom, the playground, and the community.

The task confronting educators involved in teacher training programs is not that of trying to equip future teachers with electronics know-how, but rather to assist them in the development of those interacting and interpersonal relationship skills which are all important in the teaching-learning process. Unless this is the case, instructors in teacher education probably should ponder whether there really is any need for such a creature as a teacher.

Professional educators must remember that teachers need to know and understand children. Such knowledge and understanding is certainly as important as the knowledge of subject matter. One often feels there is more teacher failure due to a lack of knowledge and understanding of children rather than due to a lack of knowledge of subject matter. The teacher who experiences success in his professional career probably is the teacher who possesses considerable understanding of his students and involves them with subject matter on the basis of such understanding.

Teacher training students should be encouraged to learn to know children in ways other than merely studying them through the vehicles of lectures, observations, text-books, and films. Teacher training students should counteract the generalities of formal presentations by means of first-hand acquaintance with children so that individual differences are readily apparent and children are accepted as unique individuals. It was considered that the interpersonal relationships which were encouraged in this program of human relations would be very meaningful for the elementary school child and invaluable for the teacher training student.

Research Problem

The research problem consisted of initiating, maintaining, and evaluating a developmental program of positive human relations designed for the elementary school level through a one-to-one relationship of a teacher training student with an elementary school child. The program was designed to develop within the elementary school child more accepting attitudes toward self and more positive relationships within his peer group as he progressed in acceptance, understanding, friendliness, and empathy. The program was also intended to develop within a teacher training student more skill in relating to an elementary school child and a better understanding of the teacher training student's own feelings, concerns, and interests as well as those of the elementary school child.

For a number of years the Nebraska Human Resources Research Foundation, under the directorship of Dr. William E. Hall and Dr. Donald O. Clifton, has sponsored projects designed to stimulate positive interpersonal relations.[1] The projects have involved graduate and undergraduate students attending the University of Nebraska. The present research was conducted by individuals who had previous association with the positive approach fostered by the Nebraska Human Resources Research Foundation. The project was intended to further demonstrate the role of positive human relations in the development of human potentiality.

The investigator and principal consultants in the research herein described have focused their attention primarily upon positive interpersonal relations in teacher training programs. As far as could be ascertained by a review of the literature, teacher training students have not been involved in any research where a positive interpersonal relationship was established between teacher training students and elementary school children. Therefore, there seemed to be a need to conduct research of the nature described in this report. It was hoped the results of this research might provide insight and guidelines for more meaningful experiences in present and future teacher training programs.

Students enrolled in teacher training programs often express a concern over the limited contact they have with children prior to their student teaching experience. The usual observation assignments and case study approaches included in professional training courses have not adequately satisfied the need of students in pre-service training. The program developed for this study provided ample opportunity and, in the majority of instances, enough stimulation to learn to communicate meaningfully with children; to become aware of the concerns, developmental problems, and interests of children; and to grow in enthusiasm for teaching as a profession while gaining confidence in one's ability and skill for relating in a positive manner to children at the elementary school level.

The relationship seemed to be complementary for each elementary school child when it was maintained consistently by the teacher training student. When the student permitted other interests and activities to deter him from being consistently regular in his relationship, the young child experienced some anxiety which may have contributed to negative attitudes at times.

Recommendations would include the programming of a variety of experiences for teacher training students toward involvement with children, or a child, near in age to the level at which the student intends to teach early in the student's academic career. The experience should be incorporated into the professional training of potential teachers on an opportunity for involvement basis, rather than as a requirement, due to the diversity in the readiness of teacher training students for such an experience.

Objectives

The general objectives of the study were as follows:

1. To assist in the preparation of more effective classroom teachers who would become conscious of the feelings, interests, and concerns of elementary school children by providing teacher training students the opportunity for meaningful personal contact with elementary school children prior to their student teaching experience.
2. To provide teacher training students who had demonstrated considerable developed ability in positive human relations an additional opportunity to further develop those skills

by setting the conditions for meaningful one-to-one experiences with elementary school children.

3. To provide elementary school children with an accepting environment in the one-to-one relationship with teacher training students wherein the children would learn to express their feelings, share their interests, and confront their concerns.
4. To develop within elementary school children positive self concepts as a result of their one-to-one relationships with teacher training students.
5. To provide elementary school children with the opportunity to develop more positive human relationships within their elementary school peer group and thereby to assist one another in discovering possible solutions to mutual as well as individual problems and concerns.
6. To assist elementary classroom teachers by providing their elementary school children with accepting one-to-one relationships wherein their children could verbalize their feelings and confront their concerns regarding situations found in the school setting.

METHODS

The study was conducted with sophomore teacher training students enrolled at Concordia Teachers College and with elementary school children enrolled in the second and third grades of St. Johns Lutheran School, the laboratory school of Concordia Teachers College, Seward, Nebraska. The sophomore college group was selected because the students had previously become acclimated to the college environment and were encouraged to seek realistic experiences with children while enrolled in their initial course in the sequence of psychology offerings. The second and third grade elementary school children were selected because children at that age begin to respond to broader environmental influences than those previously provided chiefly by the home and immediate neighborhood.

The Elementary School Sample

The laboratory school is adjacent to the campus of Concordia Teachers College and is readily accessible to college students. The laboratory school functions primarily as a typical elementary school with some educational innovations in the curriculum and does not conform to the generalized image of a laboratory school. Thus, it was considered a relatively normal educational setting.

The children at each grade level within the laboratory school were divided into two sections and placed in self-contained classrooms. The children at each grade level were randomly assigned to the two particular classrooms.

Each of the teachers of the four classrooms involved had previous experience at the particular grade level she was teaching and within the designated school. Though there was a differential in the age and number of years of teaching experience, the teachers of the four classes had all demonstrated acceptable competency as teachers of primary grade children.

Orientation of Teachers and Parents

A meeting was scheduled with the four teachers and the elementary school principal prior to the beginning of the college school year. At that time the nature of the project was briefly explained in terms of providing experiences for teacher training students with a young child prior to student teaching experience with an emphasis on the development of positive human relations principles in a practical context. The general scheme of the project was considered in which a teacher training student would strive to spend time with his designated child on a regular basis, endeavoring to move through the stages of establishing rapport, developing a friendship based relationship, perhaps becoming an identity figure to the child, and in some instances developing an investment type relationship where both partners in the association would grow in understanding and application of human relations principles while focusing on activities appropriate to the child's world in and out of the school environment.

The teachers were asked to confer with the college students periodically and were alerted to the possible increase in classroom observation. A brief written explanation of the project was given to each of the teachers involved. The explanation is presented in Appendix A.

The procedures for measurement were discussed with teachers. The major portion of the task of measurement involving the children was to be done on an individual basis outside of the classroom. The Behavior Check List (Appendix B), which was to be scored by the teachers, was explained. It was also indicated that college students assigned to the children in each classroom would be steered toward different objectives, but the teachers would not necessarily be aware of the variation in objectives.

A letter was sent to the parents of the children involved (Appendix C) which briefly described the nature of the project. A meeting was scheduled with the parents in conjunction with the first parent-teacher meeting of the school year. At that time further clarification was given, guided chiefly by the questions parents raised.

Research Design

The research design in abbreviated form is presented in Table 1. To explain the research design briefly, the teacher training students had taken an Introduction to Education course during their freshman year and were enrolled in an Introduction to Psychology course during their sophomore year. Part of the requirements of both courses were observation of children in a variety of contexts and with different purposes for each observation.

The conditions indicated in Table 1 were as follows:

Condition I:	Sophomores who had served as stimulators of human relations in their dormitory during the freshman year; some had additional experience with an atypical child during their freshman year.
Condition II:	Didactic instruction in human relations which included a three week sequence. Week 1: lecture; Week 2: discussion focused on general application in terms of dormitory, campus, friends, and classes; Week 3: discussion focused on specific application in terms of the one-to-one relationship with a child.
Condition III:	One-to-one counseling relationship with the investigator and small group counseling concurrent with didactic instruction directed toward the relationship with a child.
Condition IV:	A relationship with a child which was encouraged to develop into a satisfying association in all groups.

The theory was that individual and small group counseling must be

Table 1
Research Design

Group A	Second Grade	24 children
College Sophomores:	Introduction to Education Introduction to Psychology Observation	
Condition I	Previous experience in human relations	
Condition II	Didactic instruction in human relations	
Condition III	Counseling relationship with investigator (one-to-one and small group)	
Condition IV	Relationship with child	
Group B	Second Grade	23 children
College Sophomores:	Introduction to Education Introduction to Psychology Observation	
No Condition I		
No Condition II		
No Condition III		
Condition IV		
Group C	Third Grade	20 children
College Sophomores:	Introduction to Education Introduction to Psychology Observation	
No Condition I		
Condition II		
Condition III		
Condition IV		
Group D	Third Grade	19 children
College Sophomores:	Introduction to Education Introduction to Psychology Observation	
No Condition I		
Condition II		
No Condition III		
Condition IV		
Group E	College Student Control Group	No children
College Sophomores:	Introduction to Education Introduction to Psychology Observation	
No Condition I		
No Condition II		
No Condition III		
No Condition IV		

combined with didactic instruction to bring about significantly positive attitudinal and behavioral change within a teacher training student. The teacher training student must experience with a college instructor what the student intended to transmit to a child. If the chain thus far was effectively employed, the real success would be realized in the resultant attitude and behavior of the elementary school child.

The College Student Sample

A select group of sophomore teacher training students had served as stimulators of positive human relations during their freshman year within the context of their dormitories. Part of that experience had included an instructional and counseling relationship with a freshman advisor in which the students considered the theoretical basis for and practical application of human relations principles with college student peers. A portion of that group had limited experience in establishing a relationship with an atypical child in a residential home during their freshman year. Such activities constituted what has been termed previous experience in human relations in the research design. The sophomore teacher training students with such experiences were invited to participate in the project, and those accepting the invitation were placed in Group A (Table 1).

The data gathered with a Sociometric Rating Scale (Appendix D) were used to arrange all the members of the sophomore class into a ranked list. Sophomore students were invited to participate in the project starting at the top of the listing. When the appropriate number of students had accepted the invitation, they were randomly distributed into the remaining three groups.

The Program

After the formation of the four groups of teacher training students, the elementary school children were randomly matched with the college students. When the teacher training students were apprised of their assigned child, consideration was given to tactful means of making their initial contacts with the children and the children's parents. The students were also given a booklet which listed types of activities deemed helpful as a starting point for the college students in planning the initiation of a relationship with a young child (Appendix I).

The teacher training students reported on their first experience with the assigned elementary school child. After each relationship was thus initiated, a series of instructional meetings was set up for the three groups designated to receive instruction in the development of positive human relations. Each phase of the instructional cycle was designed to include a lecture, a follow-up meeting directed toward general application of the principles at the college student's level of activities, and another follow-up meeting directed toward specific application of the principles to the elementary school child's level of activities. An outline of the instructional program is presented in Appendix J.

Two groups of teacher training students were designated to become involved in a counseling sequence which included a monthly individual conference with the investigator and periodic small group sessions with other teacher training students matched with children in the same classroom. The individual counseling sessions focused on the personal understanding and development of the teacher training student as he sought to contribute to the personal understanding and development of the elementary school child in terms of human relations. The group counseling consisted of sharing sessions which permitted the teacher training students to develop broader insights and perspectives as they focused on the development of their own relationship to a child and the experiences of other students matched with children in the same classroom. Further explanation of the counseling emphasis is presented in Appendix K.

An additional type of counseling was that provided by the classroom teachers when teacher training students met with them to discuss the general classroom procedures and the functioning of the elementary school children within the total school context as perceived by the classroom teacher. This activity was implemented by group meetings initially and became chiefly individual conferences later in the school year.

The second and third grade elementary school children were randomly assigned to their classrooms and thus investigator bias was eliminated in the formation of those groups. The same explanation and consideration was given to each of the four teachers and the parents of all children involved, thus equalizing the "Hawthorne Effect" for all four groups. The description of the project to each college student during the initial interview was the same. The investigator had no knowledge as to which group a particular teacher training student would subsequently be assigned except for those previously designated for Group A. Consequently, the explanation given to each teacher training student was that given to those students with some prior human relations experience, and all college students started the project with a uniform orientation.

As was briefly indicated in the schematic of the research design (Table 1), the teacher training students assigned to Group A had previous human relations experience. They were included in the instructional and counseling cycles as they developed a relationship with an elementary school child. The hypothesis was that the combination of these four conditions would contribute to the greatest development of positive attitude and performance on the part of teacher training students and would also become evident in their elementary school children counterparts. It was anticipated such change could be determined by the measuring instruments.

The teacher training students assigned to Group C experienced the same instructional and counseling cycles as Group A participants while developing a relationship with an elementary school child. Those individuals had not experienced previous formal human relations instruction or counseling. It was hypothesized Group C participants would make notable progress due chiefly to the combination of counseling with instruction in human relations principles. However, it was considered that lack of Condition I would prevent Group C from attaining the same level of attitude and performance that Group A would conceivably attain.

The teacher training students assigned to Group D experienced only the instructional cycle while establishing a relationship with an elementary school child and the limited counseling experience which involved classroom teachers. The hypothesis was that this particular group would not attain the same level of attitude and performance as participants in Group C, thus demonstrating the need for the counseling experience to serve as a catalyst for the instructional cycle.

The teacher training students assigned to Group B experienced only the relationship with an elementary school child, the limited sharing experience with the classroom teacher, and a periodic check with the investigator chiefly to keep informed of administration procedures and for the purpose of maintaining an awareness of the commitment to continue the relationship rather than for instructional purposes. The hypothesis for this group was that the relationship with an elementary school child would contribute to a change in attitude and performance in and of itself, but the change would be less than in any of the other three groups.

A fifth group of students (Group E) was selected at random from those remaining in the college sophomore class to serve as a control group. Their only participation was to complete the same instruments used to measure change in the students participating in the project.

The Data Gathering Instruments

The general objectives of the study fell into two categories. One category focused upon the teacher training students while the second category focused upon the elementary school children. The stated objectives for the teacher training students were as follows:

1. To provide meaningful pre-student teaching experiences which would enhance the development of awareness to children's feelings, interests, and concerns.
2. To further develop human relations skills in the context of experience with an elementary school child.
3. To learn how to create an accepting environment on a one-to-one basis with a child.
4. To learn to enhance a positive self concept.
5. To learn to stimulate positive peer relationships.
6. To learn to contribute to a supportive classroom environment and to help children with their relationships to authority figures.
7. To learn to stimulate the use of positive human relations techniques to face up to problem situations in the classroom.

The stated objectives for the elementary school children were as follows:

1. Establish a meaningful personal relationship between a teacher training student and an elementary school child.
2. Create an environment which encouraged the open expression of feelings, concerns, interests, hopes, and aspirations by the elementary school child.
3. Provide a model of positive human relations behavior so the elementary school child could begin to identify good behavior and determine what made it good as well as to begin to understand why others may behave differently.
4. Provide a relevant level of communication between the child and another significant adult.
5. Help the child begin to understand himself and other children in an attempt to foster a positive self concept and acceptance of peers as well as acceptance by peers.
6. Assist the child to develop leadership skills to provide a model for other children by manifesting consistent concern for and interest in others.

The study concentrated on the development of acceptance through the vehicle of positive human relationships. Acceptance encompasses many dimensions. Consideration was given to the development of self acceptance, acceptance of others, and acceptance by others. A number of standardized instruments as well as several instruments developed by the investigator were used to measure the change in acceptance at both the teacher training student level and the elementary school child level.

For the teacher training students, the following instruments were used:

1. _Tennessee Self Concept Scale_ to determine self acceptance.
2. _Survey of Interpersonal Values_ to measure acceptance of others.
3. _Minnesota Teacher Attitude Inventory_ to measure acceptance of children especially.
4. _California Test of Personality_ (selected subtests) to assess perceived acceptance of self, of others, and by others.
5. Sociometric Rating Scale (Appendix D) to gain an estimate of acceptance by peers.

For the elementary school children, the following instruments were used:

1. Elementary Self Concept Scale (Appendix E) to determine self acceptance.
2. Behavior Check List (Appendix B) to measure acceptance of others.
3. _The Child Behavior Rating Scale_ to assess adjustment on several dimensions and in a variety of contexts.
4. _California Test of Personality_ (selected subtests) to assess perceived acceptance of self, of others, and by others.
5. Elementary Sociometric Rating Scale (Appendix F) to gain an estimate of acceptance by peers and of peers.
6. _Stanford Achievement Test_ to determine the effect of the

established relationship on school achievement.

Standardized Tests

The California Test of Personality was constructed in two parts with tne items in one half designed to measure components of personal security and the items in the other half designed to measure components of social security. For this study, the components of Sense of Personal Worth and Feeling of Belonging from the Personal Adjustment section were deemed most relevant; the components of Social Skills and School Relations from the Social Adjustment section were considered to be applicable. The 1953 Examiner's Manual explains the selected components as follows: The feeling that one is well regarded by others and that they believe he will be successful as well as personal belief in one's own ability constitutes a sense of personal worth. A feeling of belonging is characterized by enjoyment of the love of one's family, well-wishes of friends, and generally cordial relationships with people. When an individual displays a liking for people, goes out of his way to assist others, and employs diplomacy in dealing with both friends and strangers he is considered socially skillful. The school relations component is related to feelings of acceptance by teachers, enjoyment of association with other students, and the feeling that school related tasks are interesting and appropriately challenging.[2]

The Survey of Interpersonal Values was constructed on the theoretical basis that an individual's decisions and life goals are influenced by his value systems. One means of measuring an individual's values is to ascertain what he considers important when forced to make a decision. The instrument focuses on critical values of interpersonal relationships and classifies those values as Support, Conformity, Recognition, Independence, Benevolence, and Leadership. The author suggested numerous research uses of the instrument among which were a measurement of the effect of intervening experiences on value patterns which might include group therapy or sensitivity training.[3] The type of experience and training included for participants in this study should have resulted in a high rating on Conformity, Benevolence, and possibly Support, with a diminished rating on the other three classifications.

The authors of the Minnesota Teacher Attitude Inventory assert the instrument was designed to measure the aspects of a teacher's attitude useful for the prediction of his interpersonal relationships with pupils, which would be one facet of the teacher training student's attitude considered to be effected by the program of this study.[4] The rationale of the authors of the MTAI correlates with the present study since they consider inferior classroom teachers to be socially insecure individuals. The set of norms most appropriate for the sample of this study were those derived with data collected from students at the beginning of their professional education courses.

The Tennessee Self Concept Scale was developed to provide a comprehensive assessment of an individual's self acceptance.[5] A number of facets of the self concept derived by the use of this instrument were relevant to the study. Those selected were overall level of self esteem, identity, self satisfaction, self directed behavior, and self criticism.

The Child Behavior Rating Scale was designed to provide an objective assessment of personality adjustments of primary grade children in the areas of self adjustment, home adjustment, social adjustment, school adjustment, and physical adjustment with an overall total personality adjustment score.[6] For the purposes of this study the instrument provided a composite picture of the child's growth in acceptance.

The Stanford Achievement Test[7] was administered as part of the school's normal testing program. A question is often raised with regard to the relative importance of personal adjustment when compared to academic achievement. The hypothesis of the investigator was that there would be a high positive correlation between the progress a child made on the various dimensions of acceptance and the demonstrated level of achievement.

Non-Standardized Instruments

The Sociometric Rating Scale (Appendix D) for college students was developed on the basis of previous unpublished research completed by the investigator and consultants with the stimulation and evaluation of positive interpersonal relations in college peer groups.[8] The three-fold categorization of behavior into speaking pattern, showing concern, and making contributions to others was found to provide a more realistic assessment of an individual's functioning than simply asking about circles of friendship or social distance.

The Elementary Sociometric Rating Scale (Appendix F) called for an appraisal of the social distance between the respondent and all his classmates. The composite score of ratings received by an individual provided an estimate of his acceptance by his peers. A similar compilation of the ratings given by the individual estimated acceptance of his peers.

The Elementary Self Concept Scale (Appendix E) was modeled after the instrument developed by Sears.[9] The Scale was designed to provide a number of dimensions of the self concept. The first nine items focus on perceived acceptance of others, the second nine focus on acceptance by others, and the last nine items focus on acceptance of self.

The Behavior Check List (Appendix B) was developed from unpublished research conducted prior to this study and provides a hierarchy of statements descriptive of behavior in six areas of human relations.[10] The statements had previously been demonstrated to range from poor behavior to socially expected behavior to exceptional behavior in each category. It was employed as a measure of acceptance of others.

The instruments developed for this study were taken through the various steps of trial and revision. Each instrument was used in its final form with a small group of children with whom the investigator was quite familiar. The results obtained from such pilot study exploration coincided with data already available on the subjects in terms of validity. A second administration within a two week period yielded virtually the same array of responses which provided a higher correlation of reliability than was expected of young children.

No further test of validity or reliability was made because the developed instruments were either based upon prior research of the investigator and consultants or were very similar in nature to instruments used in other reported research with young children.

Administration of Instruments

The Sociometric Rating Scale for college students was completed by the group of sophomore students who had previous human relations experience. The rationale for selecting this group was based upon the fact that those students had been rated highly on a sociometric scale during their freshman year and thus were students who were not only well known among their peers but also knew their peers because of the leadership they had exerted during that particular school year. The past experience of the investigator and consultants supported the thesis that individuals with well developed awareness of positive human relations skills are quite realistic in rating those characteristics in their associates.

Another group of sophomores chosen at random also completed the Sociometric Rating Scale. Some of the former group, those who had previous human relations training, did not choose to participate in the project. Some of the latter group were subsequently invited to participate and accepted, which provided a balance of participants and nonparticipants for the second administration of the scale.

The four standardized instruments used with teacher training students were administered initially after the students had been matched with elementary school children and were in the beginning stages of developing a relationship. The final administration was approximately one month before the end of the school year. This arrangement placed the pre- and post-tests approximately six calendar months apart. Vacations and breaks during the school year reduced the time for actual consistent association between college students and elementary school children to five months.

The instruments for children, which were administered by the college students on an individual basis, were provided after the college student had answered similar questions himself. The instruments were explained and the administration of each was demonstrated by the investigator with a child the appropriate age. The spacing in time was parallel to that described for the pre- and post-testing of college students.

Additional Evaluation Procedures

Early in the second semester of the school year a letter and questionnaire were sent to the parents of each elementary school child involved in the project (Appendix G). The letter explained to parents the involvement of the teacher training students between the holiday vacation and the start of the second semester. The questionnaire was designed to give parents an opportunity to express their feelings, concerns, and suggestions for the project in terms of the experience of their child with a teacher training student.

Near the end of the project each teacher training student involved with an elementary school child was asked to submit to a structured interview. The interview (Appendix H) focused upon general attitudes toward people and teaching in the first section, and upon specific aspects of the teacher training student's relationship with a child in the second portion. A number of recommendations for the implementing of such a project was developed on the basis of information obtained from teacher training students and parents. The recommendations are presented in Appendix L.

Each teacher training student was asked to keep a brief diary of the time spent with an elementary school child, the type of activities shared, and a current evaluation of the progression of the relationship. The information was summarized on a calendar of the school year to provide a crude profile of the frequency and amount of time committed to each relationship.

RESULTS

The raw scores collected with the various standardized tests used in the study were converted to either percentiles or T-Scores for comparison and analysis purposes. The data collected with the instruments developed for this study were compared by using the raw scores or ranks.

When considering the data obtained from teacher training students, the type of scores used for analysis were as follows. Each individual's raw scores on the California Test of Personality subtests, the Minnesota Teacher Attitude Inventory, and the Survey of Interpersonal Values subtests were converted to percentiles using the appropriate norms provided with each instrument. The raw scores obtained with the Tennessee Self Concept Scale were converted to T-Scores. Each Sociometric Rating Scale score was converted to a numeral indicating the individual's rank within the entire group of college sophomores.

When considering the data obtained from the elementary school children, each individual's raw scores on the California Test of Personality subtests were converted to percentiles. The Child Behavior Rating Scale scores were converted to T-Scores, and The Stanford Achievement Test scores were converted to grade equivalent scores. The Behavior Check List data were used as raw scores employing the scoring technique described in Appendix B. The Elementary Self Concept Scale yielded raw scores which were either negative or positive. The Elementary Sociometric Rating Scale yielded two composite raw scores, one score for a sum of the ratings given by an individual to his classmates and another score for a sum of the ratings received by an individual from his classmates. Since the latter two were composite scores of social distance, they were not converted to indicate a rank within the classroom peer group.

Analysis of Data

Nonparametric tests of statistical significance were employed due to the nature of the data. Several comparisons were considered appropriate in view of the research design. Initially the Wilcoxon matched-pairs signed-ranks test was applied to the data to determine whether there was a statistically significant difference when the pre-test and post-test results obtained from each group of subjects on each total instrument or subtest was compared.

The second type of analysis was to compare the difference scores of one group of subjects, obtained by subtracting the post-test scores from the pre-test scores on each scale, with the difference scores of the other groups of subjects. The Mann-Whitney U test was applied to the difference scores to determine whether one particular group of subjects changed their responses on a specific scale to a degree which was significantly different from the change in the responses of any other particular group of subjects. A third approach was the application of the Kruskal-Wallis one-way analysis of variance by ranks to the difference scores. The statistical formulas which were used for the analysis are presented in Appendix M.

To use the Wilcoxon signed-ranks test, the difference between the two scores on the same scale for each subject must be calculated. The difference scores thus obtained are ranked in order of absolute magnitude after those comparisons showing no difference are disregarded. A sum of the positive signed-ranks and a sum of the negative signed-ranks are then computed. If the two distributions of scores come from the same population the positive and negative sums would be approximately equal. If the difference between the positive sum and the negative sum of signed-ranks is extreme enough, then it can be assumed the two distributions are not from the same population and the null hypothesis is rejected.

When the scores obtained by the second administration of a scale are subtracted from the scores obtained by the first administration, each negative difference score and subsequently each negative signed-rank indicates a gain or increase in that subject's rating on the particular scale considered. Therefore, the sum of the negative signed-ranks is indicative of the gain scores obtained from a group of subjects. Since the Wilcoxon T is the smaller of the two sums obtained from utilizing the Wilcoxon signed-ranks test, a reported positive T indicates the sum of ranks of gain scores was greater in magnitude than the sum of ranks of loss scores. Thus direction as well as magnitude of change is considered and remains apparent when using the Wilcoxon signed-ranks test.[11]

The Mann-Whitney U test is a nonparametric alternative to the parametric _t_-test. This technique simply compared the magnitude of the difference scores while disregarding the direction. Since the Kruskal-Wallis one-way analysis of variance by ranks is an extension of the Mann-Whitney U test, its application to difference scores considered only magnitude. The Kruskal-Wallis was included to simultaneously compare all the data available from the various groups of subjects on each particular scale.

Teacher Training Students

The results of the comparisons of the pre-test and post-test scores obtained with the instruments administered to the teacher training students are presented in Table 2. The value of T was computed by applying the Wilcoxon signed-ranks test to the two distributions of scores for each of the five groups of teacher training students. Values significant at the .05 and the .01 level are so indicated.

The groups are listed in Table 2 in the order of anticipated positive change. Four conditions of the research design were incorporated in the combination of experiences provided for teacher training students in Group A, three conditions for the members of Group C, two for Group D, one for Group B, and none for Group E, as was previously indicated in Table 1. The basic hypothesis was that the group of students provided with the most conditions would experience the highest degree of positive change, followed by lesser degrees of positive change in each group from which an additional condition was dropped from the total experience.

Table 2
Wilcoxon T Values for the Groups of Teacher Training Students

Group		California				Survey						Class	Self Concept				
	MTAI	1B	1D	2B	2E	S	C	R	I	B	L	Rank	I	II	III	TP	SC
A	62.5	43	41	71.5	91	111.5	-59*	102	59.5	-97	94	144.5	-90.5	92.5	113	111.5	-109
C	24.5+	35.5	-32	-32	-62	28*	-22.5+	85	46*	79	69.5	-77	-63	3.5+	24.5+	13.5+	-56
D	53.5	-29	20	-39	41	-70.5	-54	33	28.5*	75	-46.5	-91	-44.5	24*	52	36	-67
B	-100	-65	91	-58.5	-56.5	-127	-52.5*	-80	13.5+	-69	-86.5	76	-73	89	73.5	109	85
E	-98	-95.5	-86	74	-45	37*	-38.5*	70.5	31+	-29.5*	-42	145	-68	98	-84.5	-78	-56

*.05 level of significance
+.01 level of significance

Table 3
_z_ Scores for Wilcoxon T Values Reported in Table 2

Group		California				Survey						Class	Self Concept				
	MTAI	1B	1D	2B	2E	S	C	R	I	B	L	Rank	I	II	III	TP	SC
A	1.84	.60	.31	.61	.81	.85	-2.15	.11	1.94	-1.28	1.05	1.34	-1.16	1.10	.80	.48	-.22
C	2.84	1.07	-.94	-.55	-.31	2.30	-2.74	.75	1.98	.28	.70	-.73	-.64	3.57	2.65	3.13	-.62
D	1.39	-.35	.29	-.45	.31	-.28	-1.37	1.53	2.05	.07	-1.70	-.16	-1.22	2.28	1.16	1.36	-.80
B	-.19	-.54	.16	-1.17	-1.55	-.03	-2.22	-1.50	3.53	-1.04	-1.00	1.62	-1.47	1.21	1.39	.56	1.06
E	-.26	-.35	-.36	.50	-.85	2.11	-2.28	1.29	2.58	-2.23	-1.89	.20	-1.65	.61	-.76	-.69	-1.83

Thus the prediction was that Group A would manifest the greatest positive change, followed by Group C, and the like, with Group E demonstrating minimal or ambiguous change which could be attributed chiefly to normal educational experience.

The calculated z for each Wilcoxon T is presented in Table 3. When comparing the degree of change in the various groups, reference will be made to the positioning of z on a continuum.

The Minnesota Teacher Attitude Inventory was designed to measure aspects of attitude useful for the predictions of a teacher's interpersonal relationships with children. The inventory was included to measure the teacher training students' acceptance of others, and especially of children. The values of T reported in Table 2 indicate the magnitude of positive change was greater in the three groups receiving instruction in human relations while the magnitude of negative change was greater in the control group and in the group receiving no instruction or counseling. The value of T reported for Group A approaches significance at the .05 level while Group C made a positive change significant beyond the .01 level. On a continuum, Groups E and B were slightly to the left of the mean, Group D moved somewhat in the positive direction, and the two groups expected to make the most gain truly did so as can be ascertained by referring to Table 3. Thus a differentiation expected on the basis of the theory underlying the research design was assessed with this instrument.

A clear differentiation between the groups was not so apparent on the subtests of the California Test of Personality as no significant differences were found. On subtest 1B, Sense of Personal Worth, the two groups receiving instruction and counseling moved in the positive direction while the other groups including the one receiving instruction only, in human relations, moved in the negative direction. On subtest 1D, Feeling of Belonging, Group C moved more in the negative direction than the control group while the other groups which developed a relationship with a child moved slightly in the positive direction. On subtest 2B, Social Skills, Group A registered a gain comparable to that of the control group while the other three groups changed negatively. On subtest 2E, School Relations, Groups A and D changed positively, and the group simply involved in a relationship with a child moved much more in the negative direction than the control group. Group A was the only group to register gain scores on all four subtests.

The subtests of the Survey of Interpersonal Values present a similarly mixed array of scores. The Support subtest reveals a significant gain for Group C which is comparable to that realized by the control group. While Group A also moved in the positive direction, the other two groups lost in the feeling of receiving support as measured by this scale.

The Conformity subtest indicates a change in the negative direction for all groups with the change being significant for all except the group receiving instruction only. The Recognition subtest reveals a positive change for all groups except the group which only developed a relationship with a child. The teacher training students all indicate either significant or approaching significant positive change on the Independence subtest.

While positive change was anticipated on the Benevolence subtest, the results manifest not only a negative direction for the two types of control groups (GroupsB and E), but also for the group with the most intensive set of experiences. The other two groups registered negligible change. The basic control group (Group E) made a significant change in the negative direction. The results show more of a holding action than making progress in the positive direction.

The two groups with the more intensive set of experiences indicated positive change on the Leadership subtest. The other three groups moved negatively with the control group approaching a significant negative change.

The Sociometric Rating Scale results must be approached somewhat differently than the others. An increase of rank in the class was indicated by a smaller numerical rating, thus losses in class rank was indicated by positive values of T. Slight gains were realized by Groups C and D, Groups A and B registered notable losses, and the control group remained approximately the same.

The Tennessee Self Concept Scale results indicated a negative direction and comparable magnitude for all groups on subtest I, which assessed basic identity. The four groups involved in the project made gains on subtest II, which was concerned with self acceptance. The control group also registered a gain, but somewhat less than the other groups. Subtest III, dealing with the "way I act," as well as the overall self esteem reflected in the Total Positive score indicated a positive direction for involved groups and a negative direction for the control group. The Self Criticism score (SC) was lower for all groups except the one establishing a relationship with a child only. It was anticipated the Self Criticism score would remain reasonably stable on the top three groups because a high score indicates openness to self-criticism while a low score indicates defensiveness.

Discussion of Comparisons

To summarize the preceding observations, the results obtained with the Minnesota Teacher Attitude Inventory indicate change in the groups which approximates the prediction of the hypothesis though most of the differences were not of the magnitude necessary to denote significant changes. Group C made a significant change in the positive direction and Group A made a change in the positive direction which approached the .05 level of significance. Condition I of the research design may have been at least a contributing factor to the probability that members of Group A responded in a more positive manner on the initial administration of the test than did members of the other groups, and thus a much higher level of change would need to occur to indicate significance. This observation can be documented by surveying the original data, but can not be verified by the statistical tests applied because the initial higher level was not so great as to reach a level of significance when compared to the other groups.

The California Test of Personality did not assess any changes which clearly contrast the groups provided with more intensive experiences from the control group. Utilizing individual subtests of such an instrument reduces the sensitivity of the instrument when compared to the utilization of the test in its totality because the changing of one response on a particular subtest by an individual causes a notable change in the corresponding percentile rank. A ceiling effect becomes a reality more readily when using subtests as individual scales. If change did occur on the dimensions measured by the selected subtests of the California Test of Personality, it was not demonstrated in a consistent pattern by the results of this analysis.

The data gathered with the Survey of Interpersonal Values did not document the prediction that students involved in the program of this study would change in a positive direction on the subtests of Conformity, Benevolence, and Support, while moving in a negative direction on the subtests of Recognition, Independence, and Leadership. In addition to the relationships already described, all groups changed in the negative direction on Conformity and in the positive direction on Independence. The other comparisons did not result in a clearly defined differentiation between groups which could be attributed to the programmed experiences of the study.

The data gathered with the Tennessee Self Concept Scale indicated a differentiation of the involved groups from the control group in the areas purported to indicate growth toward liking self, growth toward feelings of value and worth, growth toward self confidence, and growth toward being able to act in accordance with such beliefs about self. This finding in conjunction with the findings gained from the Minnesota Teacher Attitude Inventory provide the most substantial documentation that the experiences provided for teacher training students resulted in positively directed growth as predicted by the general hypothesis. Group B moved toward a defensive position on the Self Criticism scale. A contributing factor was likely the realization that the relationship with a child developed by them was not as close as those developed by other group members.

Another way of representing the change which took place within each group of teacher training students is to consider the proportion of individuals within each group that received a higher converted score on the second administration of the instruments than on the first administration. The percentage of each group that registered positive directional change, regardless of magnitude of change, is presented in Table 4.

Table 4
Percentage of the Teacher Training Students Showing Increase Scores on the Second Administration of the Instruments

Group		California				Survey						Class	Self Concept				
	MTAI	1B	1D	2B	2E	S	C	R	I	B	L	Rank	I	II	III	TP	SC
A	60	28	24	48	48	64	28	36	60	40	48	44	36	60	64	48	32
C	80	50	25	25	30	60	15	60	65	55	45	55	35	85	70	70	35
D	63	26	26	32	32	42	32	47	58	53	37	43	21	68	58	47	37
B	39	30	35	35	26	56	30	35	78	26	39	35	30	61	69	48	56
E	40	40	32	40	24	56	24	52	60	20	20	44	28	56	32	32	32

The percentage of individuals within each group showing positive change on the second administration of the instruments, as indicated in Table 4, may seem to contradict the results reported in Tables 2 and 3 in several instances. The magnitude of the differences attained accounts for any apparent discrepancies. Careful comparison of both sets of information indicates a parallel representation of the results described in the preceding discussion.

The Kruskal-Wallis one-way analysis of variance was applied to the data to determine whether the various groups of teacher training students were at a comparable level, at the start as well as at the termination of the program, in the areas assessed by the different instruments. The results of such comparisons did not reveal significant differences which were not already apparent in the results obtained by comparing two groups at a time. It appeared the level of each group of students at the initiation and termination of the program could be more clearly represented by tabulating the group means of the converted percentiles or T-Scores for each instrument. Such representation of the group means for the pre-test is presented in Table 5 and such representation of the group means for the post-test is presented in Table 6. A summary of the magnitude and the direction of change in the group means is presented in Table 7.

The results summarized in the following tables are self explanatory. It was considered the original data could be more effectively viewed in this manner. The groups were at divergent levels on many of the scales on the initial as well as the final measurement. This deviation is the reason for using difference scores in the analysis of the results.

One observation worth noting in Table 7 is the number of decreasing means for the control group (Group E) and the number of lower means on the post-test for the other groups. It appears the program of human relations may chiefly serve the purpose of holding students at a particular level of values and attitudes. Measurable progress in a positive direction, at least on the instruments used in this study, was

Table 5

Pre-Test Means for the Groups of Teacher Training Students

Group		California				Survey						Class	Self Concept				
	MTAI	1B	1D	2B	2E	S	C	R	I	B	L	Rank	I	II	III	TP	SC
A	24.7	68.7	64.0	48.4	48.8	54.8	45.6	43.2	29.3	75.4	40.6	50.0	45.3	46.4	42.2	43.6	47.7
C	22.2	63.6	51.9	40.6	50.8	55.9	57.1	33.4	32.1	62.3	31.3	83.6	45.1	39.9	37.4	37.9	51.9
D	20.3	72.6	64.5	66.5	54	57.2	40.9	40.0	39.2	68.3	31.3	75.9	50.2	44.7	45.2	46.5	45.4
B	15.6	55.7	50.4	45.8	55.2	62.3	44.4	46.4	35.0	69.5	35.1	95.2	51.2	47.8	39.6	44.7	46.6
E	27.8	62.5	56.4	41.8	54.2	54.2	50.3	40.6	37.3	66.4	39.3	113.4	47.8	47.0	42.9	45.3	51.2

Table 6

Post-Test Means for the Groups of Teacher Training Students

Group		California				Survey						Class	Self Concept				
	MTAI	1B	1D	2B	2E	S	C	R	I	B	L	Rank	I	II	III	TP	SC
A	31.6	72.0	66.0	49.4	53.4	60.8	36.8	44.2	37.0	66.1	46.2	48.9	43.1	48.8	43.8	44.8	47.7
C	28.4	68.5	47.5	38.1	43.4	67.3	33.8	43.4	43.8	68.9	36.1	81.4	43.8	48.2	41.1	43.8	50.4
D	26.5	71.1	67.9	64.3	55.7	56.2	41.0	50.8	54.3	66.2	25.9	69.6	48.9	51.7	46.3	47.8	44.5
B	18.1	54.3	51.1	39.8	49.2	59.0	32.2	39.6	45.3	73.8	28.6	109.1	40.3	49.9	43.9	45.8	48.9
E	26.5	60.4	53.8	42.7	50.8	63.4	38.1	45.7	50.6	59.4	34.8	112.4	41.8	44.4	40.1	41.6	46.2

Table 7

Changes in Means for the Groups of Teacher Training Students

Group		California				Survey						Class	Self Concept				
	MTAI	1B	1D	2B	2E	S	C	R	I	B	L	Rank	I	II	III	TP	SC
A	6.9	3.3	2.0	1.0	4.6	6.0	-8.8	1.0	7.3	-9.3	5.6	-1.1	-2.2	2.4	1.6	1.2	0.0
C	6.2	4.9	-4.4	-2.5	-7.4	11.4	-23.3	10.0	11.7	6.6	4.8	-2.2	-1.3	8.3	3.7	5.9	-1.5
D	6.2	-1.5	3.4	-2.2	1.7	-1.0	0.1	10.8	15.1	-2.1	-5.4	-6.3	-1.3	7.0	1.1	1.3	-0.9
B	2.5	-1.4	0.7	-6.0	-6.0	-3.3	-12.2	-6.8	10.3	4.3	-6.5	13.9	-10.9	2.1	4.3	1.1	2.3
E	-1.3	-2.1	-2.6	0.9	-3.4	9.2	-12.2	5.1	13.3	-7.0	-4.5	-1.0	-6.0	-2.6	-2.8	-3.7	-5.0

realized rather slowly or in small degrees. This observation is in agreement with what has generally been reported with regard to attitudinal change.

Between Group Comparisons

The composite of the difference scores obtained from the five groups of teacher training students were analyzed with the Kruskal-Wallis one-way analysis of variance. The Kruskal-Wallis formula is found in Appendix M. The results of the analysis of variance are presented in Table 8.

A significant difference at the .05 level was found in the analysis of the responses to the subtest from the *Tennessee Self Concept Scale* which was designed to assess self satisfaction. None of the other comparisons reached the .05 level of significance.

The Mann-Whitney U test was used to compare the magnitude of difference scores obtained for each group of teacher training students on each scale. The computed values of U are presented in Table 9. The formula for the Mann-Whitney U is found in Appendix M.

A z score was calculated for each value of U. The z scores which correspond to the value of U shown in Table 9 are presented in Table 10. The formulas used to determine the z scores are found in Appendix M.

The most relevant between group comparisons in terms of the research design were those between the two groups with the more intensive set of experiences and the control group. When Group A was compared to Group E, a significant difference was found in only one comparison, on the subtest Feeling of Belonging from the *California Test of Personality*. The sum of ranks indicated individuals in Group E made a greater change in their mode of response on the scale, but chiefly in the negative direction.

The comparisons of Group C with Group E indicated no significant differences on any of the scales. A significant difference was found when Group D was compared to Group E on the subtest Feeling of Belonging with much the same pattern that was referred to above in the comparison of Groups A and E.

Significant differences were found in three comparisons between Group B and Group E. On the subtest School Relations of the *California Test of Personality*, both groups showed negative change and the magnitude of change was large enough to attain a level of significance. The pattern of responses for the two groups was of a similar nature on the subtest Leadership of the *Survey of Interpersonal Values*. However, on the subtest Support of the *Survey of Interpersonal Values*, Group E changed in a positive direction while Group B changed predominately in a negative direction to provide a contrast which was significantly different.

Table 8
Kruskal-Wallis Values of H for the Groups of Teacher Training Students

MTAI	Survey						Class Rank	California				Self Concept				
	S	C	R	I	B	L		1B	1D	2B	2E	I	II	III	TP	SC
6.89	2.90	2.78	3.36	7.66	.98	2.23	5.61	2.15	5.57	3.14	5.86	4.75	11.39*	4.39	3.73	2.22

*.05 level of significance

Table 9
Mann-Whitney U Values for Comparisons of Difference Scores for the Groups of Teacher Training Students

Group	MTAI	Survey						Class Rank	California				Self Concept				
		S	C	R	I	B	L		1B	1D	2B	2E	I	II	III	TP	SC
A-C	246.5	203.5	201.5	183.5	156*	241	227.5	236	240	192	218.5	221.5	245	245.5	229	229	231.5
A-D	191	233.5	202	191	215	233.5	195.5	144.5*	236.5	234+	227.5	228	216	143*	224.5	160.5	218
A-B	255	212.5	244	210.5	207.5	272.5	233.5	249.5	257.5	185*	280	271.5	273	203	224	286	284.5
A-E	307.5	263	310	273	277.5	218.5	267.5	228	259	205*	307.5	246	266.5	217	268	282	256.5
B-C	185.5	145.5*	219	218.5	213.5	226.5	199	214	223	209	197.5	191.5	214	157	180.5	220.5	213
B-D	125.5*	174.5	210	215	179.5	209	200.5	149.5	209	135*	198.5	217	207.5	186	170.5	150.5	204.5
B-E	237	188.5*	258.5	253	263	216.5	190*	255.5	247	278	264.5	234.5+	239	253.5	272	254.5	242
C-D	122.5	156	173.5	187	140.5	178.5	160.5	125	185	139.5	177	168	170	114.5*	190	123.5	186
C-E	246.5	250	212	227	214.5	196	199	213	206	224.5	229	182.5	214.5	172.5	230.5	216.5	227
D-E	178	204.5	214	223	227.5	170	155.5	197.5	190.5	154.5*	231.5	206	189.5	234	215.5	202	198

*.05 level of significance

+.01 level of significance

Table 10

_z_ Scores for Mann-Whitney U Values Reported in Table 9

Group	MTAI	Survey						Class Rank	California				Self Concept				
		S	C	R	I	B	L		1B	1D	2B	2E	I	II	III	TP	SC
A-C	.08	1.06	1.11	1.52	2.15	.21	.51	.32	.23	1.32	.72	.65	.11	.10	.48	.48	.42
A-D	1.10	.09	.84	1.10	.53	.09	.99	2.20	.02	4.99	.24	.23	.51	2.24	.31	1.82	.46
A-B	.67	1.56	.90	1.59	1.65	.31	1.11	.80	.62	2.11	.15	.33	.30	1.74	1.31	.03	.06
A-E	.10	.96	.05	.77	.68	1.83	.73	1.64	1.04	2.09	.10	1.29	.89	1.85	.86	.60	1.09
B-C	1.09	2.06	.27	.28	.40	.09	.76	.39	.17	.51	.79	.94	.39	1.78	1.21	.23	.41
B-D	2.35	1.11	.21	.09	.98	.24	.45	1.74	.24	2.11	.51	.04	.28	.82	1.21	1.72	.35
B-E	1.04	2.04	.60	.71	.51	1.46	2.01	.66	.84	.20	.47	4.27	1.00	.70	.32	.68	.94
C-D	1.82	.92	.45	.08	1.34	.31	.80	1.76	.14	1.36	.35	.59	.54	2.04	.00	1.80	.11
C-E	.08	.00	.87	.53	.81	1.23	1.16	.84	1.00	.58	.48	1.54	.81	1.77	.45	.76	.53
D-E	1.41	.78	.56	.34	.24	1.60	1.94	.95	1.11	1.97	.14	.75	1.14	1.14	.52	.84	.94

There were other comparisons which indicated a significant difference between groups involved in the project on several scales as is indicated in Table 9. Examination of the overall results obtained with the Mann-Whitney U test did not clarify the relative change in the mode of responses on the instruments by the teacher training students in the various groups. Nor did the Mann-Whitney U comparisons clarify the relationship of one group to another on the continuum represented by each scale.

If the composite of difference scores obtained from Group A had been of sizable magnitude and consistently in the positive direction, while the difference scores obtained from Group E had been consistently negligible, then standard statistical tests would represent the data accurately and clearly. Such a relationship was anticipated at the initiation of the project. However, the composite of within group comparisons revealed that no clear cleavage existed between the groups of students on all of the dimensions measured by the various scales. It became apparent that where differences did exist between groups, those differences were not likely to reach a level of significance. The between group statistical comparisons are reported, but do not reveal the changes that took place as lucidly as the less sophisticated forms of tabulation.

Additional Evaluation

Each teacher training student matched with an elementary school child was interviewed near the termination of the project. The structured interview which was used is found in Appendix H. A manual for scoring the first five questions of the general questionnaire had been developed previously and was used to weight the responses of the students in the different groups. The maximum weighted score for each question was five.

The transcripts of each structured interview were initially scored or assigned weights without identifying the respondent. After the scoring was thus completed, the transcripts were identified and were placed into four categories on the basis of what was known with regard to the quality of the relationship developed by each teacher training student with an elementary school child. The categories were given the labels of exceptional, acceptable, borderline, and sporadic. A pattern was found in the weighted scores of the interview which extended across the four groups of students involved with children. There was a definite correlation between the verbalized attitudes of a student and the quality of the relationship that had been developed by that student with a child.

The range of weighted scores assigned to students who were placed into the four categories on the basis of their performance with a child were as follows. The range for those students who had developed an exceptional relationship with a child was 20-25, for acceptable relationships 17-19.9, for borderline relationships 14-16.9, and for sporadic relationships 13.9 and below. The number of students in each group that were placed into the various categories on the basis of the judgment of the investigator is presented in Table 11.

Table 11
Quality of Relationship with a Child Developed
by Teacher Training Students

Group	Categories				
	Exceptional	Acceptable	Borderline	Sporadic	Total
A	9	9	3	3	24
C	6	7	4	3	20
D	7	5	4	3	19
B	3	5	10	5	23

A basic question related to the preceding discussion is what effect did involvement with the project have upon the responses of the students? Since the interview was used only after involvement with a child, no comparison was available. The array presented in Table 11 suggests that the intensity of involvement had some effect, especially when Group B is compared to Group A. On the basis of previous research with the interview and the correlation between verbalization and performance by teacher training students in this study, it appears readiness to develop relationships with children can be estimated quite accurately by this technique. Other information gathered from the teacher training students with regard to the relationship with a child was included in the recommendations found in Appendix L.

The parents of each elementary school child involved in the project were asked to rate the relationship developed by a teacher training student with their child on a nine point scale from their own perspective as well as from their child's point of view. The teacher training students were also asked to rate their feelings toward the relationship established by them on the same scale.

The parents ascribed a slightly higher rating to the feelings of their child toward the relationship than to their own evaluation in many instances. They gave an explanation for both ratings in most cases. The students' ratings correlated more highly with the ratings of the parents than those of the children. Students in the borderline and sporadic categories, indicated in Table 11, gave considerably lower self ratings than did the students in the upper categories. This was often done with an expression of guilt feelings for not having been as consistent and creative in the development of a relationship as they perceived other students had been.

A summarization of the three types of ratings is presented in Table 12. The average rating in each category represented the information more appropriately than would a coefficient of correlation. Nine was the highest point on the scale and was given the label of excellent.

Table 12

Means of Ratings of the Relationship Developed by a Student with a Child

Group	Self Rating		Child Rating		Parent Rating	
	Mean	Range	Mean	Range	Mean	Range
A	6.9	3-9	8.2	5-9	7.7	2-9
C	7.3	3-9	7.8	5-9	7.3	3-9
D	7.1	5-9	8.3	7-9	7.8	4-9
B	6.8	1-9	7.3	2-9	6.8	2-9

Suggestions submitted by parents were considered in the recommendations for a similar program found in Appendix L. When parents gave a relatively low rating to the relationship experienced by their child, they qualified their response by indicating a desire for such a project to continue. The reason for low ratings was almost unanimously due to sporadic communication and contact on the part of the teacher training student with the child.

Each teacher training student was asked to keep a brief diary of the time spent with an elementary school child, the type of activities shared, and a current evaluation of the progression of the relationship. Summarization of the frequency of contact and the amount of time spent with an elementary school child on an extended calendar provided a crude profile of each teacher training student's commitment to the developing relationship. Such a procedure produced a mass of data but served the function of a type of supervision for the investigator.

Summarization and comparison of the activities of each of the four groups of teacher training students revealed greater differences within groups than between groups. Those teacher training students placed into the exceptional and acceptable categories, as indicated in Table 11, were more frequent and consistent in their association with a child and devoted more total time to the project.

There were approximately thirty weeks in the school year from the time teacher training students were matched with elementary school children and the week of final tests for the college students at the end of the second semester. During that period of time many students devoted an average of an hour a week to the relationship with a child. Over the thirty week period, the students who developed a sporadic relationship averaged one half hour to an hour a week with their child, which followed the pattern of spending an appreciable amount of time together one week and then making minimal contact for the next week or two.

The students placed into the borderline category performed in recurring cycles of intensive contact for a period, followed by a lull or plateau of reduced contact, after which they tended to compensate for their neglectful association. This group of students averaged two hours a week with their children.

The students placed into the exceptional category did much of what was described for the former group. In addition, they engaged in more long term weekend activities which resulted in an average of three hours a week or more spent with their children.

The range of time spent with an elementary school child by a teacher training student extended over a continuum from approximately twenty hours to three hundred hours during the thirty week period. The tabulations of time were of course rather crude, but they do provide an indication of what such a relationship entailed. The individual who reported spending the most time with a youngster was described as "Mr. Special Friend" by many of the other students involved in the project.

Elementary School Children

The results of the comparisons of the pre-test and post-test scores obtained with the instruments administered to the elementary school children are presented in Table 13. The value of T was calculated by applying the Wilcoxon signed-ranks test to the two distributions of scores for each of the four groups of elementary school children. Values of T significant at the .05 and the .01 level are so indicated. The $\underline{z}$ scores for each Wilcoxon T are presented in Table 14.

To review the circumstances for the elementary school children, each group of children was matched with the group of teacher training students with a corresponding label. Thus Group A refers to children matched with the teacher training students in Group A who had all four conditions of the research design incorporated into the combination of experiences provided for them. Children in Group B were matched with teacher training students in Group B who were directed only to establish a relationship with an elementary school child, and the like.

The predicted result or basic hypothesis was that the combination of experiences provided for the teacher training students in Group A would enhance the relationship developed by them with their children with the ultimate effect that the children in Group A would display attitudes and behavior of a more positive nature than the children in the other groups, especially Group B. It was predicted that, if the change could be measured, the children in Group A would make the most positive change, followed in sequence by the children in Group C, Group D, and finally Group B.

The prediction was based on the theory that positive change in the attitude and behavior of a teacher training student would be transmitted through the relationship of the college student to the elementary school child in communication and exemplary behavior to such a degree the child would grow in acceptance of self and others. It does not seem unwarranted to state such was a rather ambitious and perhaps naive goal in terms of what has generally been found with regard to attitudinal change and transfer of learning in the affective domain.

Table 13

Wilcoxon T Values for the Groups of Elementary School Children

Group	Sociometric		California				Self Concept			
	Given	Received	1B	1D	2B	2E	of others	by others	of self	Total
A	45*	5+	46.5	55	-62.5	28	-100	45.5	74	92
B	-45.5	71	-52	25	-34.5	30	-54	-79	-65	-60
C	-57	-25+	67	27.5	46	-58.5	-74.5	-81	50	60.5
D	49	10+	19.5	-3.5	-21	29	-25.5	-41.5	-40.5	-38.5

Behavior Rating Scale						Behavior Check List					
Self	Home	Social	School	Phys.	Total	Fri.	Acc.	Att.	For.	Pra.	Con.
72.5	49	-62	75	-36.5	-72	-18*	-6*	0+	0+	0+	-71.5
-12.5+	-39.5*	-23.5+	-9+	-28	-22.5+	-23+	44	59.5	9+	-48	67.5
-39	-23	.00	.00	22	45	-26	-25*	26	27.5	0+	49
32	-18.5	-27	-16.5	29	-27.5	-6+	-32.5	-20+	32	-52	47

*.05 level of significance
+.01 level of significance

Table 14

z Scores for Wilcoxon Values Reported in Table 13

Group	Sociometric		California				Self Concept			
	Given	Received	1B	1D	2B	2E	of others	by others	of self	Total
A	2.45	3.94	1.11	.28	.66	.87	.19	1.74	1.16	.82
B	2.22	1.55	.03	.71	1.13	.71	1.37	.65	1.21	1.41
C	1.53	2.63	.05	1.26	.41	.09	.09	.20	.93	.39
D	.63	3.43	1.82	1.78	1.07	.36	1.40	1.05	.75	1.22

Behavior Rating Scale						Behavior Check List					
Self	Home	Social	School	Phys.	Total	Fri.	Acc.	Att.	For.	Pra.	Con.
.19	.98	.69	.07	.20	.21	2.17	2.41	4.11	2.95	3.83	.24
3.03	2.00	2.70	3.06	1.54	2.92	3.06	1.24	.44	2.74	.68	.78
.85	1.57	0.00	0.00	.98	.03	1.36	2.23	1.36	1.26	3.18	.63
.09	1.29	.54	1.47	.79	.49	3.46	.91	2.68	1.87	1.16	.35

The elementary school children in Group B were considered a type of contrast group for the other three groups of children since their teacher training student counterparts received a minimum of stimulation and experience in the area of human relations. The original plan was to use Group B as a contrast group with no relationship to teacher training students. The procedure was amended for the purpose of determining the value of a supervised but nonstimulated relationship for the teacher training students as well as for the elementary school children.

Within Group Comparisons

The procedure for utilizing the Wilcoxon matched-pairs signed-ranks test was previously explained. The reporting of a positive value of T indicated the sum of ranks of gain scores was greater in magnitude than the sum of ranks of loss scores when an improved or increase score on a scale was indicated by a larger numeral. However, with the comparisons of ratings given and ratings received on the Elementary Sociometric Rating Scale, the opposite direction of change was indicated. On that particular scale, a smaller numerical value indicated a greater degree of acceptance of classroom peers by an individual on ratings given and a greater degree of acceptance of an individual by classmates on ratings received.

Reference will be made to the values of T reported in Table 13 and the z scores reported in Table 14 in the following discussion. On the Elementary Sociometric Rating Scale, Group A changed their responses to a degree which reached a level of significance on both ratings given and ratings received, but the change indicated the magnitude of negative direction or greater social distance was predominate. Group C made a change in the positive direction on ratings given that was not significant, while they attained a level of significance in the positive directional change on ratings given. Group D changed in the negative direction on both dimensions, with the change in ratings received reaching a level of significance. Group B changed in the positive direction on ratings given to a degree that reached a level of significance, but they changed in the negative direction on ratings received.

Thus, on the Elementary Sociometric Rating Scale, Group C was the only group that changed consistently in the manner predicted on ratings given. Group A was consistent in the change assessed, but the children became more discriminating in their responses and moved contrary to the predicted results. On a continuum, the changes measured on ratings given indicate Group B made the most positive change, followed by Group C, with Group D registering a minimal negative change, followed by Group A with a significant negative change. A similar comparison of the changes measured on ratings received indicates Group C made a significant positive change, Group B changed to a considerable degree in the negative direction, followed by Group D and Group A with significant negative changes.

The pattern does not lend itself to clear interpretation. The teacher training students in Groups C and D moved in the positive direction on the college sociometric rating while Groups A and B moved in the negative direction. The children's responses did not develop the anticipated pattern nor was there consistent correlation between the results obtained with teacher training students and elementary school children on the sociometric ratings.

The array of results obtained with the elementary school children on the selected subtests of the California Test of Personality was similar to that obtained with the teacher training students. No change in responses reaching a level of significance were recorded. To pursue the relatedness of change in terms of magnitude and direction on a continuum, positive values of T indicate the magnitude of change in the positive direction was greater for that particular comparison of scores. On subtest 1B, Sense of Personal Worth, the three groups of children associated with teacher training students receiving instruction in human relations changed in the positive direction. Group D made a positive change approaching significance and Group A was beyond a z of one in the positive direction. Group C registered a slight positive change and Group B a slight negative change.

On subtest 1D, Feeling of Belonging, Group C made the most positive change followed by Group B and Group A. Group D made a negative change approaching significance.

On subtest 2B, Social Skills, Group C made a slight positive change. The other groups changed their responses negatively, with Group A making a slight change, followed by Group D and B with increased negative change.

On subtest 2E, School Relations, Group C made a very slight negative change. The sequence of positive change from least to most arranged the groups in the order of D, B, and A.

Summarization of the results indicates Groups A and C changed in the positive direction on three subtests while Groups B and D changed in the positive direction on two subtests. Comparing the results presented in Table 13 with those presented in Table 2 reveals an interesting correlation between the changes in responses given by teacher training students and elementary school children on the same subtests with regard to magnitude as well as direction. The correlation is not flawless, but the congruency of change suggests association between the attitudes expressed by the students and the children from the matched groups.

The array of results obtained with the elementary school children on the Elementary Self Concept Scale did not reveal any statistically significant differences in the mode of responses. On the subtest designed to assess acceptance of others, all four groups registered a change in the negative direction. Groups C and A made negligible changes while Groups D and B made notable and comparable changes with z scores of approximately 1.40. On the subtest contrived to determine perceived acceptance by others, Group A changed notably in the positive direction, Group C made a negligible change in the negative direction followed by Groups B and D. On the subtest related to acceptance of self, Groups A and C changed in the positive direction while Groups D and B changed in the negative direction to positions on a continuum comparable to, but opposite of those positions held by Groups A and C. On the total self concept scores the arrangement of the groups was very similar in order, magnitude, and direction as on the preceding subtest.

To summarize, Group A made positive changes on the latter three scores of the Elementary Self Concept Scale while Group C made positive changes on the last two scores of the same scale. Groups D and B made negative changes on all four scores. While no significant differences were found in the various comparisons, the changes measured held Group A in the most positive position, followed by Group C, in all cases. Groups D and B were closer to each other in magnitude of negative change than was anticipated.

The group of teacher training students involved with children all changed in the positive direction on the portion of the Tennessee Self Concept Scale which measured self satisfaction, behavior toward others, and overall self esteem, while they all changed in a negative direction on the portion assessing basic identity. Assuming a type of congruency between the self concept scale administered to the children and that administered to the teacher training students, the following alignment of scores was proposed. The acceptance of others for children was matched with subtest III, the way I act; acceptance by others for children was matched with subtest I, basic identity; acceptance of self for children was matched with subtest II, self satisfaction; and the total score for children was matched with the total positive score, overall self esteem. However, a very slight correlation existed between the changes noted in the children and the students when the two scales were compartmentalized and matched in this manner.

The Child Behavior Rating Scale was completed by each teacher training student on the basis of observing the elementary school child in a variety of contexts. The initial completion of the instrument was based upon limited experience with the child and the final completion was based upon an extensive background of experience. The discrepancy of experience may have effected the results more than an actual change in the child's adjustment.

As perceived by the teacher training students, the children in Groups A and D made negligible positive change in self adjustment while Group C changed somewhat negatively and Group B made a significant negative change. In terms of home adjustment, Group A changed in the positive direction, Groups D and C made notable changes in the negative direction, while Group B made a significant negative change. On the social adjustment scale, Group C maintained the same position, Groups D and A moved somewhat negatively, and Group B made a significant negative change. School adjustment scores indicated a slight positive change for Group A, the same position for Group C, a notable negative change for Group D, and a significant change for Group B in the negative direction. Physical adjustment indicated positive change for Groups C and D, negligible negative change for Group A, and notable change for Group B in the negative direction. The total personality adjustment scores presented a pattern of essentially no change for Group C, slight negative change for Groups A and D, and a significant negative change for Group B.

The overall array of ratings on this scale could be interpreted to indicate consistently better adjustment or at least maintenance of the initially perceived level of adjustment by the children associated with the teacher training students receiving stimulation in human relations principles when Groups A, C, and D were definitely and consistently differentiated from Group B. At least a contributing factor to the manner in which teacher training students completed the scale was the amount of association with their children and the satisfaction the students derived from the relationships.

The Behavior Check List was completed by the classroom teachers at the beginning of the project and again at the end of the school year. The scoring of the Behavior Check List was explained in Appendix B. Since the score assigned to each child on each of the scales was actually a mean score, slight degrees of change indicated by the teachers may have been disguised by the crude scoring procedure. Examination of the Behavior Check Lists completed initially revealed that on a number of the scales ratings were placed at, or very near, the top of the list. Therefore, a ceiling was placed on the magnitude of change in a positive direction which could be measured. The teachers discriminated carefully on some scales but employed a general halo effect on others. The scales on which the latter pattern was especially noted were Praise and Recognition as well as Granting Forgiveness.

The Wilcoxon T values of zero reported in Table 13 were sums of the positive ranks. On the Behavior Check List the most positive rating on each scale an individual could receive was one. Thus the direction of change indicated by the Wilcoxon T values on this scale are like those indicated on the Elementary Sociometric Rating Scale, that is, a negative T implies the greater magnitude of change was in the positive direction.

On the Friendliness scale, all four groups changed in the positive direction, and the changes were significant for all except Group C. The z scores in Table 14 indicate Group D changed the most, followed in order by Group B, A, and C in sequence of magnitude of positive change on a continuum.

The results obtained with the Acceptance by Others scale was congruent with the research design. Groups A,C, and D changed in a positive direction in that order of magnitude, while Group B was rated in the negative direction.

The Attitude Toward Others scale provided a significant change in the positive direction for Group D only. Group B was rated slightly in the negative direction. Group C was judged to make a notable negative shift, and Group A made a significant shift in the negative direction.

The ratings given by teachers on the Granting Forgiveness scale was in the negative direction for all four groups. The change ascribed to Groups A and B was significant. The change assessed for Group D approached significance, and Group C was moved in the negative direction to a notable degree.

The results provided on the Praise and Recognition scale indicated a positive change in Group D beyond a z score of one, and a slight change in the positive direction for Group B. Groups C and A were rated to change significantly in the negative direction. The latter two scales were rated at, or near, the ceiling on the first administration.

The ratings given on the scale Contribution to Others did not change significantly for any group. Group A was given a very slight change in the positive direction. The other three groups were rated in the negative direction in the order of Group D, C, and B, from least to greatest magnitude of change.

Perhaps a clearer representation of the directional change which took place within each group of elementary school children is attained by considering the proportion of individuals within each group that received a higher rating or score on the second administration of the instruments than was received on the first. The percentage of each group that registered positive directional change regardless of magnitude of change is presented in Table 15. This summarization provides further documentation to the preceding discussion.

Table 15
Percentage of the Elementary School Children Showing Increase Scores on the Second Administration of the Instruments

Group	Sociometric		California				Self Concept				Behavior Rating Scale						Behavior Check List					
	Given	Received	1B	1D	2B	2E	of others	by others	of self	Total	Self	Home	Social	School	Phys.	Total	Fri.	Acc.	Att.	For.	Pra.	Con.
A	29	8	42	33	25	29	33	54	50	50	42	33	29	37	29	33	46	37	0	0	0	37
B	65	30	26	30	26	35	26	30	39	35	9	22	17	4	22	22	65	17	35	9	35	26
C	60	70	45	40	35	35	5	40	50	45	30	15	35	25	35	25	50	65	15	20	65	35
D	26	10	47	5	21	31	26	21	26	26	37	21	31	10	42	31	88	36	62	16	47	31

The explanation given with regard to teacher training students in reference to Table 4 is applicable to the data presented in Table 15. Careful comparison of the information presented in Tables 13 and 14 with that presented in Table 15 provides further documentation of the preceding discussion with a new dimension of clarity.

The most appropriate method of displaying the level at which each group of children was rated at the initiation and termination of the project was to tabulate the group mean of the percentiles, T-Scores, or raw scores for each instrument depending upon the type of score which was applicable. Other forms of representation presented a more complex picture or tended to disguise the similarities and differences which truly did exist between the various groups. The group means for the pre-test scores are presented in Table 16 and the group means for the post-test scores are presented in Table 17. In conjunction with those two forms of summarization, Table 18 presents a summary of the magnitude and direction of change in the group means when both administrations are considered simultaneously.

Table 16

Pre-test Means for the Groups of Elementary School Children

Group		Sociometric		California				Self Concept			
	G.E	Given	Rec'd	1B	1D	2B	2E	of others	by others	of self	Total
A	2.20	53.6	53.6	49.2	61.7	48.0	55.1	9.1	6.0	6.6	19.7
C	3.67	53.0	51.2	52.5	66.5	50.0	57.1	8.9	5.5	7.4	20.2
D	3.96	48.0	39.8	42.7	70.5	55.8	53.7	8.1	6.5	6.8	21.0
B	2.79	57.4	46.4	50.1	59.6	46.1	44.0	9.8	6.4	7.8	22.5

Behavior Rating Scale						Behavior Check List					
Self	Home	Soc.	Sch.	Phys.	Total	Fri.	Acc.	Att.	For.	Pra.	Con.
47.5	60.5	51.2	49.9	67.2	54.7	4.8	5.6	2.1	1.6	2.5	4.4
50.9	67.5	52.2	54.3	69.0	55.5	5.1	5.2	3.9	3.1	4.2	2.9
50.3	63.5	50.4	47.2	65.8	55.2	7.6	5.2	6.2	1.6	4.7	3.2
52.2	60.8	50.7	51.3	68.7	54.7	9.0	6.1	6.4	3.6	5.8	6.2

Table 17

Post-test Means for the Groups of Elementary School Children

Group		Sociometric		California				Self Concept			
	G.E.	Given	Rec'd	1B	1D	2B	2E	of others	by others	of self	Total
A	3.39	61.5	60.7	61.3	64.2	48.8	50.5	8.8	4.0	7.5	22
C	4.58	49.8	52.0	52.0	75.0	63.0	56.9	9.1	4.5	7.5	22.5
D	4.86	48.7	49.8	57.4	64.7	49.5	56.3	5.8	4.3	4.3	15.0
B	3.84	52.6	58.1	48.4	62.6	41.9	48.3	7.7	3.6	6.0	18.8

Behavior Rating Scale						Behavior Check List					
Self	Home	Soc.	Sch.	Phys.	Total	Fri.	Acc.	Att.	For.	Pra.	Con.
55.4	62.0	50.0	53.0	71.0	55.1	5.1	5.0	4.1	2.1	3.8	4.4
48.7	66.9	52.6	60.0	71.4	56.1	4.7	4.5	4.4	5.3	2.4	3.2
48.0	60.7	50.9	48.8	69.3	53.2	5.4	4.8	4.1	2.0	4.0	3.2
46.4	56.2	49.0	42.4	64.2	49.6	6.9	6.5	6.6	4.4	5.6	6.7

Table 18

Changes in Means for the Groups of Elementary School Children

Group		Sociometric		California				Self Concept			
	G.E.	Given	Rec'd.	1B	1D	2B	2E	of others	by others	of self	Total
A	1.19	7.9	7.1	12.1	2.5	0.8	-4.6	-0.3	-2.0	0.9	2.3
C	.91	-3.2	0.8	-0.5	8.5	13.0	-0.2	0.2	-1.0	0.1	2.3
D	.90	0.7	10.0	14.7	-5.8	-6.3	2.6	-2.3	-2.2	-2.5	-6.0
B	1.05	-4.8	11.7	-1.7	3.0	-4.2	4.3	-2.1	-2.8	-1.8	-3.7

Behavior Rating Scale						Behavior Check List					
Self	Home	Soc.	Sch.	Phys.	Total	Fr.	Acc.	Att.	For.	Pra.	Con.
7.9	1.5	-1.2	3.1	3.8	0.4	0.3	-0.6	2.0	0.5	1.3	0.0
-2.2	-0.6	0.4	5.7	2.4	0.6	-0.4	-0.7	0.5	2.2	-1.8	0.3
-2.3	-2.8	0.5	1.6	3.5	1.0	-2.2	-0.4	-2.1	-0.4	-0.7	0.0
-5.8	-4.6	-1.7	-8.9	-4.5	-5.1	-2.1	0.4	0.2	0.8	-0.2	0.5

The results summarized in the tables representing group means should be examined in conjunction with the results obtained with the Wilcoxon T test. An increase in magnitude of a group mean on the Elementary Sociometric Rating Scale and on the Behavior Check List is indicative of change in the negative direction since the scoring of those instruments directed the more positive ratings toward smaller numerical values. Increases in magnitude of a group mean on the other scales was evidence of change in the positive direction.

A tally of the number of decreased means for each group on all the scales considered revealed a high percentage of lower means were recorded for Group B on the second administration of the instruments than for the other three groups of children who were matched with students receiving some degree of training in human relations principles. Those three groups showed lower means on less than half of the scales as is shown in Table 18. Few of the changes in group means were of notable magnitude.

An additional category has been included in the tables dealing with group means which was not included in the other within group comparisons. The column headed G.E. presents the grade equivalents obtained with the Stanford Achievement Test. Groups C and D were both classes of third grade children. The mean increase in grade equivalents was essentially the same for both groups. Both groups of children were matched with teacher training students who received instruction in human relations.

Groups A and B were both classes of second grade children. The children in Group A were matched with the students who were provided with the most intensive combination of experiences in human relations, while Group B was essentially the contrast group since the teacher training students paired with the children in Group B were only directed to establish a relationship with their children. An obvious observation is that even though Group B started and terminated with a higher mean grade equivalent than did Group A, the difference in the means for Group A slightly surpassed the difference in the means for Group B. Many factors must be considered to account for this difference. However, the emphasis placed upon human relations by teacher training students in their relationship with children in Group A did not inhibit the academic achievement of that group of children. It would be difficult to document the thesis that an emphasis on positive human relations enhanced the academic achievement of that group, though it appeared to have been at least a contributing factor.

Between Group Comparisons

The difference scores obtained for the four groups of elementary school children by subtracting each individual's post-test result from the pre-test results were analyzed simultaneously with the Kruskal-Wallis one-way analysis of variance. The results of the analysis of variance are presented in Table 19.

Table 19

Kruskal-Wallis Values of H for the Groups
of Elementary School Children

Sociometric		California				Self Concept			
Given	Received	1B	1D	2B	2E	of others	by others	of self	Total
4.20	7.64	4.20	1.38	2.23	1.78	2.18	1.16	2.11	1.84

Behavior Rating Scale						Behavior Check List					
Self	Home	Social	School	Phys	Total	Fri.	Acc.	Att.	For.	Pra.	Con.
.70	1.50	4.80	2.00	1.52	1.18	23.50+	.20	23.88+	3.68	14.88+	2.19

+ .01 level of significance

A significant difference at the .01 level was found in the analysis of the responses on three scales of the Behavior Check List completed by the classroom teachers. On the Friendliness scale, significant positive changes were made by Groups B, D, and A as was indicated in Table 14. The greatest positive change was made by Group D on the Attitude Toward Others scale, while Group A made a comparable change in the negative direction. The significant difference found with an analysis of variance on the Praise and Recognition scale was chiefly due to the changes of Groups A and C in the negative direction. None of the other comparisons reached a level of significance.

The Mann-Whitney U test was used to compare the magnitude of difference scores obtained for each group of elementary school children on each scale used for evaluative purposes. The computed values of U are presented in Table 20.

Table 20

Mann-Whitney U Values for Comparisons of the Difference Scores for the Groups of Elementary School Children

Group		Sociometric		California				Self Concept				Behavior Rating Scale						Behavior Check List					
	G.E.	Given	Rec'd	1B	1D	2B	2E	of others	by others	of self	Total	Self	Home	Soc.	Sch.	Phys.	Total	Fri.	Acc.	Att.	For.	Pra.	Con.
A-B	247	274	229	263.5	254.5	247	253	256	230.5	243.5	275	243.5	204.5	245.5	261.5	266	258	85+	214	118+	207	225	261
A-C	183	238	145*	222.5	236	213.5	152*	205	173.5	210.5	232	232	232.5	184.5	194	232	221.5	204.5	163	131*	177.5	216	228
A-D	154	158	225	218.5	168.5	220.5	198	201.5	194	215.5	207.5	211	216	196.5	182	212	175	65+	184	123*	142.5*	108.5+	202
B-C	206	228	168	222.5	208.5	186	171.5	214.5	213	228.5	229	213	191	148*	172.5	228.5	191.5	86+	207	218.5	227.5	181	205.5
B-D	176	150.5	172.5	208.5	186	208	206	210	209	209.5	203	181	161	166	169.5	209	151.5	179.5	210	66.5+	206	86+	177.5
C-D	169.5	131.5	101.5*	182	134	166.5	155	188	170	181.5	163	166.5	175.5	179	185.5	185.5	161.5	73+	162	63.5+	177	131.5	176.5

*.05 level of significance
+.01 level of significance

Table 21

_z_ Scores for Mann Whitney U Values Reported in Table 20

Group		Sociometric		California				Self Concept				Behavior Rating Scale						Behavior Check List					
	G.E.	Given	Rec'd	1B	1D	2B	2E	of others	by others	of self	Total	Self	Home	Soc.	Sch.	Phys.	Total	Fri.	Acc.	Att.	For.	Pra.	Con.
A-B	.62	.04	1.00	.27	.46	.62	.49	.43	.97	.69	.02	.69	1.52	.65	.31	.21	.38	4.06	1.32	3.36	1.47	1.09	.32
A-C	1.34	.05	2.24	.41	.09	.63	2.08	.83	1.57	.70	.19	.19	.18	1.31	1.08	.19	.44	.84	1.82	2.57	1.47	.57	.28
A-D	1.81	1.71	.07	.23	1.45	.18	.73	.65	.83	.31	.50	.42	.29	.77	1.12	.39	1.30	3.99	1.08	2.57	2.09	2.92	.64
B-C	.59	.05	1.51	.18	.52	1.07	1.43	.38	.41	.04	.02	.41	.95	2.00	1.40	.04	.94	3.51	.56	.28	.06	1.20	.60
B-D	1.07	1.72	1.16	.25	.82	.27	.32	.21	.24	.23	.39	.95	1.45	1.33	1.24	.24	1.69	.98	.21	3.84	.32	3.35	1.04
C-D	.55	1.58	2.39	.22	1.51	.64	.95	.05	.54	.23	.73	.64	.39	.30	.12	.12	.77	3.16	.76	3.42	.35	1.58	.36

A z score was calculated for each value of U. The z scores which correspond to the value of U shown in Table 20 are presented in Table 21.

The between group comparisons of most interest in terms of the research design were those which contrasted Group B with each of the other three groups. Group B was essentially the contrast group because the teacher training students matched with children in that group were not instructed in human relations and therefore the only stimulation toward positive change in attitude and behavior must come through the initiative of the individuals within each particular relationship.

The contrast between Groups A and B was predicted to be the most divergent if the experiences of teacher training students matched with children in Group A caused the students to have the proposed influence upon their children. The comparisons which reached a level of significance were those on the Friendliness scale and the Attitude Toward Others scale of the Behavior Check List completed by the classroom teachers. The difference on the Friendliness scale was accounted for by the change in a positive direction by both groups, with Group B making the more significant shift. Both groups changed in the negative direction on the Attitude Toward Others scale, but Group A changed more than Group B.

When Group C was contrasted with Group B, the comparison on the social adjustment scale of The Behavior Rating Scale reached a level of significance due chiefly to the negative directional change of Group B while Group C remained approximately the same. A level of significance was also reached on the Friendliness scale. Both groups moved in the positive direction, but Group B surpassed Group C to a considerable degree.

The comparison of Group D with Group B indicated contrasts reaching a level of significance on the Attitude Toward Others scale as well as on the Praise and Recognition scale. Group D made a change in the positive direction while Group B remained nearly stable on the Attitude Toward Others scale. Both groups moved in the positive direction on the Praise and Recognition scale with Group D registering more gain.

There were other comparisons which reached a level of significance but citing each of them would reveal little that has not already been noted in the within group comparisons. The total array was presented to provide a more complete representation of the data. The observations made in reference to Tables 9 and 10 seem appropriate to Tables 20 and 21 as well.

Findings

The preceding sections directed attention to the change in responses on the various instruments by the teacher training students and the elementary school children. The data were analyzed or summarized in a number of ways to represent the relationship of the change in responses within each group to the change in responses within the other groups.

Attention is given to the contrast built into the study in the following discussion. Some of the observations are documented by the analysis of data obtained with the instruments. Other statements are based upon the reported and observed experiences of the students involved in the project.

The controlled experiences provided for the teacher training students assigned to Groups A and C throughout the project were calculated to be the same. The students assigned to Group A were selected on the basis of having been provided with some previous experiences in human relations. The prediction was that the previous experience would serve as a catalyst to the present experience in such a manner that the students in Group A would respond and perform in a more positive way than any other group of teacher training students. The presentation of the data represent the individuals in Group A as changing in their mode of response in a predominately positive direction. This group changed in a negative direction on four of seventeen dimensions included in the evaluation procedures. The change in the Self Criticism scale of the *Tennessee Self Concept Scale* was so slight it was not recorded in the calculation of group means. The negative change on the subtest of the same scale which indicated basic identity was found in all groups. A negative change on the Conformity subtest of the *Survey of Interpersonal Values* was also found in all groups. Thus three of the negative directional changes were minimized as contrasting elements in the comparison. Group A responded in a manner very similar to the control groups on the subtest Benevolence. There was a discrepancy between the Wilcoxon results and the mean changes reported for Group A. The Wilcoxon results were followed because both direction and magnitude were considered in that analysis. The data indicate a positive oriented change for Group A, though the magnitude of change was minimal on many of the measurements.

The evaluations of the relationship with a child presented in Table 12 did not distinguish between the various groups. However, the proportion of Group A placed into the positive categories on the basis of the observed quality of the relationship with a child, as indicated in Table 11, exceeds that of the other groups.

When consideration was given to the direction taken by the responses of the children associated with teacher training students in Group A, that group of children was not clearly distinguished from the other two groups of children associated with students receiving instruction in human relations. However, all groups of children associated with students receiving instruction were definitely contrasted from the group of children associated with students receiving no instruction.

The teacher training students assigned to Group C were provided experiences similar to those structured for Group A in an effort to determine the effectiveness of prior experience in human relations in the ultimate performance of the two groups of students. The presentation of data represent the individuals in Group C as changing their mode of response in a predominately positive direction also. That group changed in a negative direction on six of the seventeen dimensions included in the evaluative procedures. Two of the negative changes were found to be negative in all of the groups as was previously indicated. Group C changed in the negative direction on the subtests Feeling of Belonging, Social Skills, and School Relations of the *California Test of Personality* and on the Self Criticism subtest of the *Tennessee Self Concept Scale*. The *z* scores for those negative changes were less than one. Group C made positive changes which reached a level of significance on the *Minnesota Teacher Attitude Inventory*, Support and Independence subtests of the *Survey of Interpersonal Values* , and three measurements on the *Tennessee Self Concept Scale*. In terms of positive changes which reached a level of significance, the individuals in Group C changed more in magnitude than any other group. The proportion of students in Group C placed into the positive categories indicated in Table 11 exceeded that of the remaining two groups. The children associated with Group C students performed in a manner similar to those in Group A.

Comparison of pre-test means for Groups A and C indicated Group A started at a higher level on many of the scales than did Group C. It would be difficult to distinguish the factors which caused Group C to make more significant positive changes than Group A. If previous human relations experience were a contributing factor in the performance of Group A, it appears the contribution was to permit that group to respond more positively initially than many of the other students and subsequent change at a higher level was more difficult to develop and to demonstrate. Both Groups A and C were expected to become more positively oriented than the other groups. They demonstrated a reasonable degree of success of the project by their responses.

The teacher training students assigned to Group D were expected to change more in the positive direction than those assigned to Group B. However, it was anticipated that instruction in human relations without counseling would diminish the effectiveness of the total experience for that group of students. The presentation of the data indicate the individuals in Group D were also quite positively oriented. This group changed in the negative direction on seven of the seventeen dimensions included in the measurement procedures. The five dimensions yielding negative change which were not common to all groups were the subtests Sense of Personal Worth and Social Skills on the *California Test of Personality*, subtests Support and Leadership on the *Survey of Interpersonal Values*, and Self Criticism on the *Tennessee Self Concept Scale*. All of the *z* scores were much less than one except for the Leadership subtest. Group D made significant changes in the positive direction on the Independence subtest as well as on the subtest assessing self acceptance. As predicted, Group D did not reach the same level of positive orientation as did Groups A and C, but was set off from the control groups. The proportion of individuals from Group D placed into the positive categories of performance indicated in Table 11 was comparable to that of Group C. The children associated with students in Group D performed in a manner which set them off approximately equidistant from Groups A and C on the one hand and Group B on the other hand, which of course conformed to the pattern of the research design.

The teacher training students assigned to Group B were not expected to change a great deal more than the control group, Group E. The burden of their experience was a relationship with a child. The presentation of the data represent the individuals in Group B as changing their mode of response predominately in the negative direction. This group changed negatively on eleven of the seventeen dimensions measured. The dimensions upon which the group moved in a positive direction were feeling of belonging, independence, self acceptance, acceptance of own behavior, overall self esteem, and self criticism. A level of significance was reached on the independence dimension. The proportion of individuals from Group B placed into the positive categories indicated in Table 11 was quite low. The performance of the children associated with this group of students was much more negatively oriented than was true of the preceding three groups.

The teacher training students assigned to Group E were expected to change little or ambiguously. Such was the general pattern of responses. The presentation of the data represent the individuals in Group E as changing toward the negative direction on twelve of the seventeen measured dimensions. Group E changed positively on the dimensions of social skills, support, recognition, independence, and self acceptance. The changes made on the dimensions of support and independence reached a level of significance.

In this manner, the data presented on each group of teacher training students, the type of relationship with a child established by each student, and the measured effect upon the children's responses of the relationships within each group was collated. The overall results demonstrate the predicted contrast between the groups in terms of the research design.

CONCLUSIONS

One purpose of the project was to develop within teacher training students more skill in relating to elementary school children by providing experiences which would stimulate each student's growth toward understanding the feelings, concerns, and interests of children through the vehicle of developing a relationship between a teacher training student and an elementary school child and utilizing human relations principles as the focal point of such stimulation. A second purpose was to develop more positive attitudes of acceptance within the teacher training students which would be demonstrated by increased acceptance of self, acceptance of others, and acceptance by others. The third purpose was to stimulate positive change within the elementary school children on the same dimensions of acceptance through the relationship established between a teacher training student and an elementary school child.

Consideration was given to the objective data gathered with each of the instruments in the Results section of the report. At this point, a summarization is presented with regard to the development of acceptance within the teacher training students and the elementary school children. A summary of the results found with the teacher training students is presented first.

The Tennessee Self Concept Scale was administered to the teacher training students to determine the level of acceptance of self held by students at the initiation and again at the termination of the project. The responses obtained with the scale were analyzed in a number of forms in conformity with the design of the instrument. The instrument discriminated between the groups of students with different experiences on a number of the prescribed analyses, and was considered a reliable measure of the level of self acceptance held by the teacher training students.

The results obtained with the scale indicated changes in acceptance of self occurred within the groups of students involved with children which were not evident in the control group. Careful analysis of the results indicated the program of experiences provided for the four groups of teacher training students increased their levels of self acceptance or self satisfaction, their acceptance of self directed behavior, and their overall index of self esteem while the control group either increased slightly or decreased on the same dimensions. On the basis of such analysis it was concluded that acceptance of self was enhanced within the teacher training students by involvement in the project.

The Minnesota Teacher Attitude Inventory was included in the evaluation procedures to measure aspects of the teacher training students' attitudes which would be indicative of their acceptance of children specifically, and of others in a general manner, due to the focus of the instrument upon interpersonal relations within a school setting. The instrument provides a single index of attitude. Analysis of the results indicated the instrument did distinguish between the groups of teacher training students with differing levels of experience and essentially distinguished all the groups receiving instruction in human relations from the control group as well as from the group which was involved in the project but was not provided with instruction in human relations principles. On the basis of such analysis, it was concluded that acceptance of children was enhanced within the teacher training students involved in the project who received at least instruction in human relations principles. A relationship with a child only did not enhance the acceptance of children within the teacher training students since those students responded in a manner similar to that of the control group. The results obtained with this instrument may not support an extrapolated conclusion that instruction in human relations principles and developing a relationship with a child contributed to increased acceptance of others.

The _Survey of Interpersonal Values_ was administered to the teacher training students to determine the level of acceptance of others held by students before and after their inclusion in the project. The responses obtained with the scale were analyzed by particular subtests in conformity with the design of the instrument. All the groups of teacher training students, including the control group, changed their responses in the negative direction on the Conformity subtest. They all changed their responses in the positive direction on the Independence subtest. All but one of the ten comparisons reached a level of significance. Since the control group was not distinguished from the other groups on those two subtests, it must be concluded certain facets of college experience account for these changes. Analysis of the results obtained with the other subtests indicated no clear distinction between the groups of teacher training students compared. Though the results on the different subtests were analyzed elsewhere, it was concluded that the _Survey of Interpersonal Values_ did not focus on the specific criteria which would differentiate the change in acceptance of others that was anticipated to have been stimulated by involvement in the project and was observed by other observations and verbalizations of the students' attitude and performance.

The Sociometric Rating Scale was administered to the teacher training students to determine the shift in levels of acceptance by others of the teacher training students before and after the duration of the project. One index of acceptance by others was considered in the analysis of results. The individuals within two of the groups receiving instruction in human relations principles started at a higher mean level than did the other three groups. It was therefore assumed a more difficult task for those two groups to attain an appreciably higher level of rating than it would be for the other groups. Analysis of the results obtained with means of ranks indicated the three groups receiving instruction in human relations principles were rated more highly on the sociometric ratings while the involved group receiving no instruction recorded a plunge in the mean of ratings received by them. The control group members also received a higher mean rating on the second administration of the instrument which appeared to be comparable to the gain of the group with the more intensive combination of experiences. However, the gain was not comparable due to the dramatic discrepency between means.

Analysis of the results utilizing the Wilcoxon test presented a different view. This analysis indicated gains for two of the groups receiving instruction in human relations principles and losses for the other three groups. In the reporting of results, preference was given to the Wilcoxon test because the test considered magnitude and direction of change, and because z scores were available to plot the relationships which existed between the groups of students.

In spite of the discrepancy, which was not clarified, it was concluded that acceptance by others was enhanced within the teacher training students by involvement in the project when human relations instruction was included with the relationship with a child. Such a conclusion was clearly documented when the data with means was used as a basis. If the data obtained with the Wilcoxon test was more accurate, Group A was still rated at the highest level of acceptance by others of all five groups, and a slightly lower rating on a small number of individuals within the group would effect the statistical analysis enough to disguise the true nature of the acceptance of that group of individuals.

Selected subtests from the California Test of Personality were administered to the teacher training students to determine their perception of acceptance of self, acceptance of others, and acceptance by others. The results obtained were analyzed by subtests. Analysis of results indicated no clear differentiation between the groups on the several subtests. The results did not correlate very highly with the results obtained on other instruments. The only consistent pattern indicated by the results obtained with the California Test of Personality was that the group with the most intensive combination of experiences recorded gain scores on all four subtests. Some of the problems inherent in utilizing a limited number of subtests were explained in the Results section. There was little basis for a firm conclusion found in the results obtained in this manner. It was concluded the data thus obtained was more relevant for counseling purposes than for measurement purposes.

It appeared there was sufficient evidence to conclude that those teacher training students who received instruction in human relations while developing a relationship with an elementary school child increased to a level of acceptance of self, acceptance of others, and acceptance by others in a manner not at all evident in the control group and not as clearly evident in the group which only established a relationship with a child. Counseling in conjunction with instruction in human relations principles resulted in more positive changes, which reached a level of significance, within the group which had no previous experience in human relations on those scales deemed to focus more specifically on the phenomena under consideration than were found in the group having had previous experience in human relations. The previous experience in human relations was not discounted, since Group A started the project with higher level means on the instruments upon which the conclusions were based, and therefore were at a disadvantage in terms of comparative positive change.

A summarization of the results found with the elementary school children is presented in the following discussion. The Elementary Sociometric Rating Scale was administered to all the children associated with teacher training students to determine the level of acceptance of peers when the ratings given by each child to his classmates were summed, and to determine the level of acceptance by peers when the ratings received by each child from his classmates were summed. The group of children associated with teacher training students who received no instruction in human relations principles were considered the contrast group since data was not gathered on another group of children with no relationships with college students. This procedure may have been a fault in the research design, but it was anticipated that measurable differences would be found between the groups of children.

Analysis of the results on ratings given to peers indicated no clear differentiation between the groups of children associated with teacher training students who received instruction and the contrast group when magnitude of change in the positive direction was considered. The contrast group made the most significant change toward giving more accepting ratings to peers than any of the other groups. Comparison of group means indicated the other groups started at a more positive level than did the contrast group, and two of the groups were still at a more positive level at the last measurement while the third group moved to the most negative level of all four groups. Analysis of the results on ratings received from peers also presented an inconsistent pattern. The evidence does not support a general conclusion that involvement of children with teacher training students receiving instruction in human relations principles became more positive in acceptance of their peers. The alternative conclusion with regard to acceptance by peers was not supported either, due to the inconsistency of the pattern of results obtained. The Elementary Sociometric Rating Scale was perhaps not sensitive enough to differentiate one group of children from another in group analyses, though the instrument did discriminate on an individual basis.

The Elementary Self Concept Scale was administered to the elementary school children to determine the level of acceptance of self that existed initially and was developed during the course of the project. Analysis of the results indicated a general pattern of lower scores at the second measurement for all groups. All groups either changed in the negative direction or held approximately at the same level on the subtest keyed to acceptance of others. When this finding was coordinated with the analysis of results obtained with the Elementary Sociometric Rating Scale, it was concluded that the elementary school children did not become more positive in the acceptance of peers in particular nor in the acceptance of others in general. The analysis of results obtained with the subtest Social Skills from the California Test of Personality supported the conclusion also. The conclusion must of course be qualified with the stipulation that change was not evident in the verbal responses given by the children on the two instruments.

Further analysis of the results obtained with the Elementary Self Concept Scale indicated the children in Group A changed positively to a degree approaching a level of significance on the portion of the scale keyed to acceptance by others. This result did not correlate with the results obtained on ratings received with the Elementary Sociometric Rating Scale. The discrepancy may indicate that, at least in verbal responses, growth in acceptance by others in general develops before acceptance by classroom peers which is a more intimate and specific web of relationships. The relationship between results obtained on the various instruments seemed to have support in the degree of change which occurred in the responses of the other groups of children on the scales. The results obtained with the subtest Feeling of Belonging from the California Test of Personality did not clarify the discrepancy.

Analysis of the results obtained with the portion of the Elementary Self Concept Scale keyed to acceptance of self indicated a pattern similiar to analysis of the total scale scores. The two groups of children associated with teacher training students who received the combination of instruction and counseling changed to a more positive position on acceptance of self and on the total self concept score. This analysis served as the basis for concluding the elementary school children became more positive on the dimension of acceptnace of self when associated with teacher training students who were guided by instruction and counseling toward self understanding and acceptance of self. The conclusion was given some further support by analysis of the results obtained with the subtest Sense of Personal Worth from the California Test of Personality.

The Behavior Check List was completed by the classroom teachers. The intent for the check list was to obtain evidence from the child's pattern of behavior that he was accepting of others on five of the scales, and that he was accepted by others on the sixth scale. Analysis of the results indicated a differentiation of the three groups of children associated with teacher training students who received instruction in human relations principles from the contrast group of children. Taking into consideration the lack of such differentiation in the verbal responses of the children in the various groups, it was concluded that on the basis of the observation of the classroom teachers the children associated with students receiving instruction in human relations were accepted by their peers in a more positive manner than was true of the children in the contrast group. Thus there was a discrepancy between the children's verbal responses to acceptance by others and the teachers' perceptions of the children's patterns of behavior.

Analysis of the results obtained on the other five scales of the Behavior Check List did not indicate a clear differentiation between the groups of children--which would support a thesis of uniform growth toward acceptance of others. The pattern of changes for the contrast group were similar to that of one or more of the other groups on each scale. Similar commingled results were found with the subtest School Relations of the *California Test of Personality*. It was concluded that the reported observations of the classroom teachers did not indicate a uniform pattern of growth toward acceptance of others in the elementary school children. An addendum to the conclusion was the observation that all four groups of children were rated more positively on the Friendliness scale at the end of the project.

The Child Behavior Rating Scale was completed by the teacher training students and their responses were based upon observation of the children in a variety of contexts. Analysis of the results obtained with this scale indicated a differentiation of the three groups associated with teacher training students receiving instruction in human relations from the contrast group. The general finding was that the initially perceived level of adjustment of the elementary school children was either maintained or generally improved in the estimation of the students receiving instruction, while the initially perceived level of adjustment of the contrast group of children consistently decreased in the estimation of the teacher training students. Any conclusion about the adjustment of the children based upon the data obtained with this instrument must be considered tentative due to the subjectivity of the observers. Based on the general pattern of findings, it was concluded that the perception of the teacher training students was more likely the predominant factor which was reported. If this assumption was valid, then analysis of the results obtained with *The Child Behavior Rating Scale* indicated a more positively oriented perception of children's behavior was evident in the groups of teacher training students that received instruction in human relations principles than was evident in the group of teacher training students that only developed relationships with the children in the contrast group. If such was the true nature of the reported data, the implications may be more important than the teacher training students' verbal responses on other measures of attitudes and values.

Analysis of the results obtained with the *Stanford Achievement Test* indicated comparable gains for the two classes of third grade children and comparable gains for the two classes of second grade children when comparing class means of grade equivalent scores. The only notable factor was that the mean for the contrast was initially somewhat higher than the mean for the other second grade group of children, who were associated with the group of teacher training students that were provided with the most intensive combination of experiences. The latter group surpassed the contrast group in the difference between the means on the two administrations of the achievement test. Many factors enter into the level of achievement attained by a group of children. However, since the elementary school children in Group A started at a lower mean level than the contrast group, it was concluded that while the emphasis on positive human relations in the relationship of that group of children with teacher training students could not be identified as a contributing factor to satisfactory or better achievement test results, the emphasis on positive human relations did not inhibit or curtail the level of achievement attained by that group of children.

The following conclusions are organized with reference to the stated objectives for the study. The general objectives were arranged into two categories. The objectives for teacher training students are considered initially.

A meaningful pre-student teaching experience was provided for a majority of the teacher training students involved in the project regardless of the intensity of the type of program provided for them. Within the context of a structured interview, even those teacher training students placed into the borderline and sporadic categories, indicated in Table 11, communicated a complimentary evaluation of the total experience. In general, the students called attention to their own personal development of a keener awareness to the developmental characteristics of children; awareness of the feelings, interests, concerns, needs, and perceptual point of view of children; a fuller understanding of individual differences; and a beginning realization of the meaning of the concept of acceptance of a child in his uniqueness as an individual. Most of the students expressed an intention to continue the relationship for an indefinite period of time. The desirability of such an experience for their own anticipated offspring was virtually a unanimous response by the students. The students ascribed a high rating to their feelings toward the relationship with a child and toward the project in general. In the few instances where the self rating was not high, the student then expressed positive regard for the experience while indicating a personal responsibility for not taking full advantage of the opportunity.

The teacher training students considered the administration of the children's instruments an uninteresting chore initially. However, many students found the elementary school children were quite open in expressing their feelings, interests, and concerns. The students were generally surprised by the discrepancy which seemed to exist between their own impressions of a particular child's point of view and that expressed by the child when the instruments were used. Many students called attention to the changes noted by them in the attitude and performance of the children during the course of the school year and especially after the second administration of the children's instruments. Changes noted in the children were not always of a positive nature, but the expressions and evaluations by the teacher training students were more understanding, accepting, and goal directed toward the end of the project than during the first several months. The documentation for such an observation was found in the evaluations of the students on the activity calendars which they submitted,through the various types of counseling procedures employed, through private communications as well as through the structured interviews, and by the number of teacher training students who sought more complete information and sources for reading about particular facets of child development or specific problems identified, such as, shyness, esteem, creativity, underachievement, giftedness, sibling relationships, identification, and the like.

Only one group of teacher training students changed their responses on the *Minnesota Teacher Attitude Inventory* to a degree that denoted a statistically significant difference. However, the group means on that scale were raised for each of the involved groups of students while the mean for the control group was reduced. This trend was interpreted to document the conclusion that even the relationship with a child, with no further stimulation in the development of human relations skills and understanding, contributed to more understanding and acceptance of children by teacher training students than was generally realized through the normal activities of education courses. Those groups of teacher training students who were provided with an awareness of human relations principles demonstrated a consistent growth trend on this particular instrument.

The increased development of a teacher training student's human relations skills and understanding within the context of a sustained experience with an elementary school child was most readily identifiable in the performance of the students assigned to Group A since those students had a degree of previous stimulation and experience in human relations. The students assigned to the other groups were of course not devoid of human relations skills. However, they had not previously been included in a structured program of human relations.

The conclusion that the project further developed the skills and understanding of the students with previous human relations experience was supported by the predominately positive directional change in the responses of that group of students on the different objective measurements utilized, especially when compared to the change in responses made by the members of the control group which was predominately in the negative direction. It was also concluded that instruction in human relations stimulated positive directional change, but instruction alone was not as effective as instruction in conjunction with counseling. The comparisons of overall responses and performance by students in Group C with students in Group D rendered support to such a conclusion. The changes in responses and performance of students in Group B provided further support for the conclusion that the relationship with a child was not an adequate experience to stimulate the directional change in responses and performance realized by the students provided with instruction in human relations.

The teacher training students learned to create an accepting environment on a one-to-one basis with an elementary school child. Support for this conclusion was based upon the number of relationships which were assessed to be mutually satisfying, the number of relationships which were anticipated to continue beyond the scope of the present project, and the number of relationships which were observed to pass successfully through the various stages of establishing rapport, to a real friendship, toward an investment type of relationship.

The group data did not support a conclusion that teacher training students learned to enhance a positive self concept or that they learned to stimulate positive peer relationships within the elementary school children. Data gathered on individual relationships indicate there were several contributing factors when progress was made toward achieving those two objectives. The most salient factor was that the teacher training student needed to experience growth in his own relationship to self and peers to provide stimulation for the growth on those dimensions within a child. When the relationship of mutual acceptance was well developed between an instructor and a student, growth was realized in the development of mutual acceptance between the student and a child, and subsequently acceptance within the child and between the child and his peers. Individual case studies document such a chain of relationships in the positive direction. Lack of the first link of the described relationships was the critical factor in those relationships of teacher training students with children that did not demonstrate an enhancement of self acceptance and more positive peer relationships on an individual basis.

The summarization of sociometric ratings within each of the groups of elementary school children displayed a consistent change toward more positive ratings given and received in only one group associated with teacher training students receiving instruction in human relations. In comparison, the contrast group of children changed their ratings given in a positive direction which reached a level of significance. Taking into consideration the changes within all of the groups, the children became more discriminating in the rating of peers on the second administration of the instruments than on the first and the data did not indicate a blanket type of peer acceptance. Examination of the pattern of responses of individual children revealed there was not a consistently more positive rating of peers by all the children associated with students who responded more positively themselves and had developed an exceptional relationship with the child. Many of the children associated with students who had developed only a sporadic relationship were quite positive in their responses on the Elementary Sociometric Rating Scale. The observed trends in individual patterns of responses were difficult to rationalize on the basis of available information. However, the observed trends raise doubts with regard to the validity of the group summations of sociometric ratings as a basis for determining the degree of peer acceptance which was developed by the elementary school children. Acceptance by others as perceived and rated by the classroom teachers provided support, though limited, for a positive change in peer relationships within the groups of children associated with students receiving instruction in human relations which was not found in the contrast group of elementary school children.

The summarization of the responses given by children on the Elementary Self Concept Scale did not provide substantial evidence that the teacher training students were able to enhance a positive self concept within the children with whom they were associated. On the total scores, the children associated with the two groups of teacher training students who were provided with the more intensive combination of experiences changed in the positive direction on the overall dimension of the self concept, while the other two groups of children changed to a greater degree in the negative direction. That pattern provided some support for the thesis that the chain of enhancement of self which was stimulated by an instructor within a student was then transmitted by the student to a child.

The conclusion that the teacher training students learned to contribute to a supportive classroom environment and to help children with their relationships to authority figures was supported by the teacher training students' evaluation and rating of the children's school adjustment and total adjustment on The Child Behavior Rating Scale. The three groups of children associated with students receiving instruction in human relations were rated more positively while the fourth group of children were rated negatively. However, similar support was not apparent in the home adjustment ratings. This conclusion may be faulty if in fact the real change was the teacher training students' perceptions.

The conclusion that teacher training students learned to stimulate children to use positive human relations to face up to problem situations within the classroom setting was not supported by a summation of the ratings given by classroom teachers on the Behavior Check List. One teacher perceived and rated her class as changing positively on all the scales, but the other teachers did not communicate such a consistent pattern of change.

There was basis for concluding that most of the stated objectives for the elementary school children were achieved, while the fulfillment of some were difficult to determine. As was indicated earlier, a majority of the relationships developed between teacher training students and elementary school children were meaningful and personal to the extent of becoming an intimate investment type of association. In addition to the interest, concern, and enjoyment expressed and demonstrated by the teacher training students, the elementary school children were generally eager for and receptive to any type of activity with their college friends. The children talked about their counterparts in school, sought to introduce and display their college friends to other acquaintances with pride, invited the college friends to school and family activities, attended many college functions as companions, became quite open in their communication, and expressed real concern when contact between them was sporadic or terminated for a period of time. The parents and children were extremely tolerant of any laxness in communication and contact on the part of the teacher training students.

It required an extended period of time and a good deal of association before spontaneous and natural communication developed between a student and a child. The general conclusion was that the majority of the students reached the level of being able to encourage the children to openly express their feelings, concerns, interests, hopes, aspirations, and the like, rather late in the duration of the relationship. It took a major portion of the school year before the relationships moved from rapport building and casual friendship to a higher level of kinship.

The teacher training students became a model of positive human relations behavior for the children only after the two partners in an association began to function as more than just casual friends to each other. Some associations never reached the model or identification level. Most of the relationships took the major portion of the time alloted to the project before students gained enough feedback from the children to be aware of the extent to which they were significant persons in the lives of the children. The verification for the fulfillment of the preceding three objectives came from the ongoing reports and evaluations of the teacher training students. Many of the students expressed the type of concerns and commitments to their children that one generally hears only from the most dedicated teachers and conscientious parents.

The objective which dealt with striving to help children begin to understand themselves and other children in an attempt to foster a positive self concept and acceptance of peers as well as acceptance by peers was explained to a degree when considering the objectives for the teacher training students. In addition to the foregoing explanation, several children were enrolled in the various classrooms after the start of the school year and one child moved from the community. The new children were quickly incorporated into the web of relationships which existed within the classrooms. The pattern of acceptance was sustained by the other children and the new additions did not experience the process of being objects of curiosity initially and then have to gradually establish their own status within the group. One of the new additions was a member of a different race. The child was accepted in all her uniqueness and was almost immediately sought as a friend by her classmates. The child that left school was shown in a variety of ways that he would truly be missed by his peers.

Evidence for the attainment of the objective designed to develop leadership skills within children by providing a model of manifesting consistent concern for and interest in others was provided by activities whereby the children within a classroom became secret friends to each other with the objective of doing something helpful for another person anonymously,as an example. Similar activities were observed in the relationships between teacher training students and children as well as in the relationships between children.

Analysis of the data obtained with the instruments used in the study did not always consistently correlate with information obtained through a variety of observation and reporting techniques employed throughout the duration of the project. The correlation of both types of data indicated the stated objectives for the study were fulfilled. The thesis upon which the research design was built seemed to be documented to a degree. The effect of the various conditions of the research design were demonstrated in the performance of the teacher training students, but the transfer of the effect to the elementary school children was not as apparent. Perhaps the anticipated results were too ambitious or stimulation of longer duration was needed to demonstrate the ultimate effect upon the elementary school children.

The investigator concluded there was sufficient evidence that instruction in human relations principles in conjunction with counseling resulted in the most enhancing relationships between teacher training students and elementary school children and also resulted in the beginning of a salutary effect upon the children's performance. It was concluded the previous experience in human relations did not serve as the catalyst to produce more outstanding measurable results as was anticipated. It was also concluded a relationship with a child without guidance and instruction was not very effective for the teacher training students or the elementary school children.

The investigator concluded there was sufficient evidence that teacher training students who received instruction in human relations principles while developing a relationship with a child did grow in acceptance of self, in acceptance of children, and in acceptance by others. Those elementary school children associated with teacher training students involved in instruction and counseling did grow in acceptance of self. The children associated with students receiving instruction did grow in acceptance by others in the estimation of classroom teachers. The evidence for growth by the elementary school children toward acceptance of others was not as apparent.

The influence of an instructor upon a student and subsequently the student upon a child is the purpose of teacher education. However, the demonstrable effect of such influence in the area of acceptance has not been carefully programmed or evaluated in the past. The results described in this study are but a crude beginning of progress in that direction.

RECOMMENDATIONS

Many of the relevant recommendations for the implementation of a program such as has been described in this report are presented in Appendix L. Those recommendations dealt with the selection of teacher training students who were ready for such an experience, involvement of the families of elementary school children, involvement of classroom teachers, matching procedures, measurement procedures, and instruction and counseling guidelines. In addition to those specific recommendations, a number of general implications should be underscored.

In the Results and Conclusions sections of the report it was stated or implied that the previous experience in human relations training, which was one of the conditions for the teacher training students placed in Group A, had not been demonstrated to have provided an advantage for that group of students in their own personal development or in the development of the children with whom they were matched during the duration of this project. When educational approaches or innovations involve children, certain precautions should be taken to protect the children from being manipulated or living through uncomplementary emotional experiences. Since a project of this nature would involve children on a large scale if the scheme were incorporated into a teacher education program, it is recommended that certain screening devices should be employed to ensure the readiness of students to be considerate of children's emotions. A screening plan is presented in Appendix L. In addition to that plan, some type of sensitivity training or development of human relations understanding and skills which are learned and developed with peers should be a prerequisite for students who contemplate developing an intimate relationship with a child. Such a plan would either ensure the readiness of the student to participate or cause the student to excuse himself from participation. It would also make the experience with a child a new challenge for personal development, rather than an experiment with the child involved.

A second recommendation is another precautionary measure. Some students may have real personal needs which they feel can be fulfilled by a relationship with a child. Such personalities are difficult to detect but caution should be exercised so a child does not have to serve as a therapeutic agent for a student who has not reached a desirable level of maturity in his own personal development. The recommendation refers again to a screening of students even though the experience seemed to have merit for all potential teachers. Related to this observation is another which simply underscores the need for a wholesome attitude within the teacher training student which manifests some quantity of altruistic intent. This observation was explained in more detail in Appendix L.

A third recommendation deals with the supervision of students involved in such a project. Several specific recommendations are also in Appendix L. Students involved in this project unanimously rejected the idea that such an experience should be placed in the context of a college course. However, many students also indicated they needed some type of requirement or deadline to meet before serious effort would be applied to any task. Within the context of keeping such an experience an opportunity rather than a requirement, provisions should be made so the responsible college instructor has some form of benevolent control over the activities and responsible actions of the teacher training students. In a small college in a close community such as Concordia of Seward, many students sustained their efforts and assumed responsibilities from the perspectives of dedication and integrity, but perhaps most of all out of loyalty to a college instructor. Such conditions may not exist in other settings. In a more complex community the probability of accidents and other calamities would be higher. Certain restrictions and limitations may need to be imposed. A plan should be devised whereby students would seek the opportunity for such experiences as a normal part of a more complete education, rather than being sought out as participants in a project. Then the motivation for instruction, counseling, participation in the child's classroom, helping the classroom teacher, and the like, would not need much extrinsic reinforcement to become intrinsically motivated and carried through to fruition.

A fourth recommendation is to coordinate consistent observational types of evaluation with the proposed instructional and counseling procedures. Educators espouse the concepts of continuous evaluation and individualized instruction based upon the level of competency demonstrated by a student at any given time. To obtain maximum development within teacher training students and within elementary school children a sequence of behavioral objectives and levels of competency should be developed and each student should be challenged and observed on the basis of personal development as well as on the basis of the unique needs of the child with whom he has established a relationship. The beginning of behavioral objectives for teacher training students was presented in the general application sections of the instructional program fround in Appendix J.

The preceding recommendations were directed toward the possible inclusion of such a project into a teacher education program. The four general recommendations included here plus the twenty-one specific recommendations included in Appendix L, should explain some possible adaptations of the project described in this report. A number of recommendations for further research and development are as follows:

1. Sensitive instruments and other evaluative devices which truly measure to a sophisticated degree the levels of self esteem, acceptance of others, acceptance by others, and the like, which do not infringe upon the privacy of an individual nor tend to become self incriminating when a truthful response indicates a lower level of thought, feeling, or action, should be developed and standardized.
2. Specific classroom programs at a variety of educational levels directed toward enhancement of a positive self concept and

positive human relations should be developed and field tested so such programs become a part of the total school curriculum in a more explicit manner than has been the case thus far in our educational endeavors. The investigator was aware of a limited number of such materials presently available.

3. A question raised by this study was how to account for the magnanimous ratings given by certain children to their peers when the particular child in question displayed a low level of self esteem and/or, within the context of this study, had not experienced the most complementary relationship with a teacher training student. Related to this question was the whole array of peer ratings whereby some children with apparently good relationships with peers, family, and teacher training students became highly discriminating in their assessment of others. Theories abound on this phenomena but carefully controlled observation would be more enlightening.
4. Other questions of interest to the investigator after conducting this study are:
   What is the sequence taken by the development of acceptance?
   Does general acceptance of others precede acceptance of specific individuals which then generalizes again to an ability to accept each individual a person contacts?
   What is the sequence of acceptance by others?
   What are the most significant factors in the process of enhancing self acceptance?
   What is the nature of the phenomena which appeared to exist whereby certain individuals perceived others as being truly friendly, accepting, and the like, in a general way or toward most people, but not toward them?
   These and similar questions were raised but not answered by the present study.

Many basic questions, new hypotheses, refined approaches, and the like become apparent as a by-product of any bit of research. This study was considered a type of exploration to determine the value of a sustained experience with a young child for teacher training students early in the student's academic career and the value of the experience to the child so involved. The investigator has reached the conviction there was substantial value for both levels of participants and follow-up efforts are contemplated to build upon and refine the humble beginning thus far reported.

APPENDIX A

Written Explanation of the Research Project Given to the Elementary School Teachers

We are involved in a research project sponsored by the U.S. Office of Education. One way of capsulizing the nature of the project is to consider it a study of the value for and the effect upon teacher training students of pre-student teaching experience with a child for at least one school year. The project can be categorized under the broad area of interpersonal or human relations.

We have chosen the upper primary grades as the age level of children with which to work. The college students will be sophomores at Concordia. One college student will be matched with each of the children in your classroom.

The general scheme of activities will entail the college student spending some time each week with the child with whom he is matched. The college student will endeavor to move through the stages of establishing rapport, developing a friendship relationship, becoming an identity figure, and in some instances move toward an investment relationship with the child in which the two of them consider the principles of human relationships as they apply to the child's activities in and out of school. The time spent together should be arranged so as to avoid conflicting with school and home schedules. The college students will likely observe your room periodically.

There will need to be a number of measurements. We anticipate most of these taking place on an individual basis during the time spent together by the college student and the child. There is, however, a Behavior Check List we would like to have you complete on each child. In addition to this, we feel it would be mutually beneficial if we could meet with the group of college students matched with the children in your room several times each semester for the purpose of sharing with the college students your particular curricular emphasis; difficulties individual children or the group may experience; and to also keep lines of communication open between you, us, and the students who will undoubtedly go through various stages of objectivity as they become more aware of the implications of teaching a group of eager primary children.

The only reward we can offer you is the excitement and sense of satisfaction you may gain from being involved in a project which may or may not give teacher training students a fresh insight into the process of teaching.

Due to the nature of the research project, we will not inform you which group of college students are attempting to move through all the stages of relationship described above, and which have a less ambitious goal.

Respectfully yours,
William J. Preuss

APPENDIX B

The Behavior Check List was arranged on a grid with the fifteen statements for a particular area of human relations in rows, and the names of the children in a specific classroom were listed alphabetically in columns. The classroom teacher simply checked the appropriate boxes, thus created, which she observed to be applicable to each child in her classroom.

The six lists of fifteen statements each are presented in Appendix B, rather than the grids, for the sake of spacing and brevity. The Behavior Check List for each teacher presented the directions on a cover page followed by six appropriately arranged grids.

The scoring of the Behavior Check List was done in the following manner. When only one statement in a particular area was checked for a given subject, the numerical value preceding that statement was ascribed to the subject as his rating in that area of behavior. For example, if only statement number 4 was checked for Mary Jones under the area of Friendliness, takes the initiative in making friends, then Mary Jones was credited with a rating of 4 under Friendliness. When more than one statement in a particular area was checked for a given subject, the average was computed and recorded as the subject's rating in that area of behavior. Thus each subject received six rating scores on the Behavior Check List.

The development of the statements in each of the six areas of behavior and the ranking of the statements into a hierarchy ranging from exceptional behavior through expected behavior to poor behavior were based upon research conducted by Langefeld. A complete description of the development and previous utilization of the Behavior Check List statements is provided in Langefeld's unpublished report.[12]

BEHAVIOR CHECK LIST

The Behavior Check List consists of fifteen statements for each of six different areas of behavior. Please check the statement or statements that appropriately describe the typical behavior of each child in your classroom. Try to objectively evaluate the child on the basis of observable behavior which re-occurs in a variety of classroom, lunchroom, playground, and hallway situations, as well as before and after school behavior of which you are aware. The objective is to obtain an assessment of each child's overall behavior pattern in each of these six areas of interpersonal relations.

Thank you for your dedicated cooperation.

FRIENDLINESS

1. Is always friendly to everyone
2. Enjoys bringing others into a group and making them feel welcome
3. Displays a sincere interest in making friends

4. Takes the initiative in making friends
5. Speaks even to those he does not know
6. Usually smiles, nods, or speaks if met
7. Always speaks to those he knows
8. Friendly if he knows a person
9. Would like to make friends but doesn't know how
10. Is hard to become acquainted with
11. Changeable, sometimes friendly and sometimes not
12. Wants only certain individuals as his friends
13. Friendly only to those whom he feels are important
14. Apparently wants to make friends
15. Never is friendly and very seldom speaks

ACCEPTANCE BY OTHERS

1. Is sought as a friend by everyone
2. Is extremely well-liked
3. Considered a good companion by almost everyone
4. Frequently sought as a partner by others
5. Has many friends and few enemies
6. Is liked and considered interesting by most
7. Usually is considered just one of the group
8. Not disliked but not really a close friend to anyone
9. Respected but not well-liked
10. Liked only by a select or certain group
11. Frequently is "left out"
12. Considered dull and uninteresting
13. Quite a few do not want to associate with him
14. No one wants to work with him
15. An outsider, not liked or wanted as a friend

ATTITUDE TOWARD OTHERS

1. Practices the belief that everyone has great worth
2. Is pleased when others have success
3. Sees the good points in others
4. Frequently overlooks the faults of others
5. Believes that all men are equal
6. Believes that most people are doing the best they can
7. Is not much interested in others and has little time for others
8. Defends those who believe and behave as he does
9. Desires success for himself and his friends only
10. Acts as if he wants only a select or certain group in school
11. Is somewhat critical of others, their actions and their point of view
12. Feels others are important only when useful to him
13. No one is better than he is and few are as good
14. Is extremely jealous of the success of others
15. Enjoys finding weaknesses in others

PRAISE AND RECOGNITION

1. Is very sincere when he gives praise

2. Is willing to underrate his accomplishments so others can have praise
3. Is quick to give praise if that praise is deserved
4. Is humble and willing to share praise and recognition
5. Wants only his fair share of praise
6. Is willing to share praise only with a certain group
7. Is very disappointed if his contribution is overlooked
8. Only gives praise if he knows he will be praised in return
9. Grants recognition or gives praise only if forced to do so or cannot get out of it
10. Uses the giving of praise to his own advantage
11. Seldom gives praise to anyone
12. Frequently his praise is insincere
13. Often just ignores the contributions of others and their rights of recognition
14. Likes all credit for himself
15. Demands all recognition or praise for himself

GRANTING FORGIVENESS

1. Always forgives and holds no grudge
2. Is eager to forgive and forget
3. Makes it easy to ask for his forgiveness
4. Tries to prevent any need to ask his forgiveness
5. Forgives but somewhat slowly
6. Forgives but doesn't allow original relationship to return
7. Forgives but doesn't forget
8. Sometimes gives reason to question whether he really forgives
9. Slowly forgets instead of actually forgiving
10. Forgives only certain individuals
11. Hates certain groups (sometimes without any apparent reason)
12. Doesn't allow a request to ask his forgiveness
13. Enjoys reminding others of how they have harmed him
14. Carries a grudge and desires to get even
15. Enjoys hating and very seldom forgives

CONTRIBUTION TO OTHERS

1. Very willing to contribute his time, energy, and talent for the group
2. Extremely good influence, never causes unrest or unpleasantness
3. A very valuable group member, trustworthy
4. Seeks peace and happiness for all; attempts to prevent unpleasantness
5. Criticizes only in order to bring about improvement
6. Willing to serve if the task is not too unpleasant
7. Contributes only when his services are demanded
8. Contributes only in those areas wherein he is interested
9. Makes very little contribution but causes no disturbance
10. Frequently unwilling to assist in planning projects, etc.
11. Contributes only if he will receive special recognition
12. Never makes any real contribution
13. Enjoys criticizing everything
14. Likes to see unrest and unpleasantness
15. Is a troublemaker; likes to cause disturbances and unrest

APPENDIX C

Letter Sent to the Parents of Each Elementary School Child Involved In The Project

We have been authorized by the U.S. Office of Education to conduct a study to determine the value of having teacher training students spend time with and learn to know children in the elementary school before the college student does his student teaching. The value of such activity will be determined on the basis of the effect the experience has upon the college student's attitude, understanding, and skill in working with other people.

We had to select several groups of children and have decided to use all the children in the second and third grades at St. Johns Lutheran School. This means that during the course of the 1968-69 school year, a college sophomore from Concordia will try to arrange some time to be with your child when it does not conflict with school and home activities. This might mean a meeting after school or part of a Saturday morning or part of a Sunday afternoon as personal schedules and preferences may dictate. In some cases the contact may be on a weekly basis and in others it may be just certain times of the year. In all cases, we will endeavor to insure that the experience for your child is arranged so that it seems pleasant and worthwhile to have a special friend from the college. We anticipate that the friendship will continue so that your youngster will have a friend perhaps until the particular student graduates and actually beyond that date.

The relationships are not to become case studies but are intended to focus on the week to week school life of children this age. Discussions between the college student and your child should not be so much different from what youngsters this age talk about when they are with friends. The college students will be reading about child development during the year and hopefully will grow in understanding as they become more familiar with your child as a special person and the other children in the class as maturing individuals.

We anticipate no inconvenience for you or your child. Home life and plans must always come first so if your child is invited to attend a play or some such event on campus by the special college friend, this should be cleared well ahead of time with you and in such a way as to avoid interfering with other plans and considerations you may have. If you have any further questions, please feel free to contact the undersigned.

The first St. Johns Parent-Teacher League meeting is scheduled for Tuesday, September 17, at 8 p.m. We would like to meet with the parents of all the children involved in the project at 7 p.m. that evening in the St. Johns gym. After a general explanation, you could go to your child's classroom and we, or the teacher, will try to answer any specific questions you may have at that time about this project, or talk to the classroom teacher as you normally do at the first PTL meeting. Thank you for your kind consideration. William Preuss

APPENDIX D

The Sociometric Rating Scale for teacher training students was prefaced with the directions listed in this appendix. All of the information was printed on one page which then served as a reference for the student while he rated his peers. A grid was prepared with an alphabetical listing of the teacher training students in the sophomore class followed by a printing of the numerals under the three categories of speaks, genuine concern, and contributes as illustrated in the examples on the page of directions. Thus each respondent marked the numerals which indicated his observation of the behavior of the person being rated in each of the three categories.

The list of teacher training students covered several pages. The pages were systematically alternated so respondents would not all begin their rating procedures with the same individuals. Thus a balance was attained with regard to an individual being rated at the beginning, middle, or end of a respondent's experience with the scale. It was assumed such a procedure would equalize the effect of each respondent becoming more objective in his rating as he became better acquainted with the scheme and perhaps less objective or at least scoring more rapidly as he approached the end of the list.

The scheme and categories devised for the Sociometric Rating Scale were based upon unpublished research conducted by the project director.[13] The categories were derived from a compilation of an Interaction Scale developed previously and described more fully in that report.

The scoring of the Sociometric Rating Scale was accomplished by summing the ratings received in each of the three categories by each student. A total score was obtained by summing the three sub-scores obtained for each student. Total scores were used to find the sociometric rank of each student within the total college group.

SOCIOMETRIC RATING SCALE

DIRECTIONS:

It is understood that the characteristics listed below are ideals - virtually impossible for anyone to fulfill to the ultimate constantly. Nevertheless, would you carefully consider each person on the list and circle the numeral indicating that particular individual's degree of approaching the ideal pattern of behavior as objectively as you can on the basis of your observation. Your responses will remain confidential.

The numeral 0 indicates you do not know the individual and, therefore, cannot report an observation under the three categories.

The numerals 1-3 indicate degrees of inconsistent or even negative behavior in terms of what is described in that particular category.

The numerals 4-6 indicate degrees of relatively consistent behavior.

The numerals 7-9 indicate degrees of consistently outstanding behavior with regard to the ideally positive model described for that category.

Please make a response for each person listed. Use the "0" response only for those you honestly do not know. Circle only one numeral under each category. Place a check before your own name and rate yourself at the level you feel best describes your day to day functioning. In other words, rate yourself as you have rated others.

CATEGORIES:

1. SPEAKS. The ideal behavior in this category would be typified by a person who takes the initiative to speak and be friendly to everyone, uses a person's name when greeting him, demonstrates a sincere interest in really getting to know and assisting others, and is consistently warm and welcoming in his greeting and accepting of others.
2. GENUINE CONCERN. The ideal behavior in this category would be typified by a person who seems to enjoy encouraging and supporting another person who really needs a friend, is quick to compliment others sincerely even for efforts as well as for accomplishments, is able to influence others with his own ideas, and enjoys doing things with others.
3. CONTRIBUTES. The ideal behavior in this category would be typified by a person who seeks the happiness of others, tries to avoid the development of unpleasant situations, gains the trust of others by pointing out the good qualities of people, and contributes time and energy to the building of group harmony.

EXAMPLES:

If you feel John Jones is an extremely positive person who learns names well, always speaks, and is interested in being a good friend to everyone with whom he associates, then you would mark the sheet under the category of SPEAKS as follows:

John Jones 0 1 2 3 4 5 6 7 8 [✓ 9]

If John really does not seem to be interested in people and does not take the initiative to speak, make friends, or cultivate friendships, but rather avoids people and may not speak when spoken to, you would mark the sheet in the category of SPEAKS as follows:

John Jones 0 [✓ 1] 2 3 4 5 6 7 8 9

Then, proceed to the categories of GENUINE CONCERN and CONTRIBUTES, making your responses concerning John by circling the appropriate numerals. Your responses in the three categories in regard to John may be quite similar or considerably different.

NAME	D.K.	SPEAKS	GENUINE CONCERN	CONTRIBUTES
John Jones	0	123 456 78[✓ 9]	123 45[✓ 6] 789	123 456 [✓ 7]89

APPENDIX E

The Elementary Self Concept Scale was developed using Pauline Sears' Self Concept Scale as a model.[14] In an attempt to conform to the research design, the scale was constructed in three parts. The first nine items were designed to give an assessment of acceptance of others, the second nine items were to measure perceived acceptance by others, and the third nine items were devised to give a configuration of acceptance of self.

A larger pool of items and various wordings of items were used with a small group of children before the scale was printed in its final form. Validity was established through correlation of the children's responses with information available on members of the pilot group. Reliability was established by retesting procedures. The results were considered acceptable by the project director and consultants.

As the directions specify, four cards were presented to the child with tallies indicating the relativity of the terms always, often, sometimes, and never. The card for always printed on it was filled with tallies. The card for often was half filled with tallies. The card for sometimes had one fifth as many tallies as the card for always. The card for never was left blank.

To score a subject's responses to the items on the Elementary Self Concept Scale, a weighted score of plus two was assigned to each response in the always category, a weighted score of plus one was assigned to each response in the often category, a weighted score of minus one was assigned to each response in the sometimes category, and a weighted score of minus two was assigned to each response in the never category. Three sub-test scores and one total score were thus obtained.

ELEMENTARY SELF CONCEPT SCALE

DIRECTIONS: to administer the Self-Concept Scale you need four cards. One card is entitled ALWAYS and is full of tallies, one card is entitled OFTEN and has many tallies, a third card is entitled SOMETIMES and has a few tallies on it, and a fourth card is entitled NEVER and has no tallies on it. Have the child verbalize the differences between the cards to you. Then proceed to ask him the questions. Place a check in the designated category behind each question.

	Always	Often	Sometimes	Never
1. I like the other children in my room.				
2. I like my teacher.				
3. I like my parents.				
4. I like to be with other people.				
5. I like to work with other children.				
6. I like to help others.				

	Always	Often	Sometimes	Never
7. I make new friends easily.				
8. I like to let others have their way.				
9. I want others to like me.				
10. Other children like me and ask me to do things with them.				
11. My teacher likes me.				
12. My parents like me.				
13. Other people like to have me around them.				
14. Other children like to work with me.				
15. Other children help me.				
16. Other children want me to be their friend.				
17. Other children listen to me and do things my way.				
18. Other children really do like me.				
19. I like to smile, laugh, and joke around.				
20. I like to play games.				
21. I like my school work.				
22. I like to do things the right way (manners).				
23. I like the way I look.				
24. I have lots of fun.				
25. I have lots of "go-power".				
26. I am careful with my clothes, books, toys, etc.				
27. I can figure things out all by myself.				

APPENDIX F

The Elementary Sociometric Rating Scale was developed as a measure of social distance rather than as the "guess who" type of sociometric scale. A variety of forms and procedures were attempted before the final format was devised.

As the directions indicate, each child was provided with a sheet containing five identical faces. Boys were given faces of boys and girls were given faces of girls. The subject was asked to change each of the five faces to show how he felt in conformity with the five conditions described in the directions. The duplicated faces were numbered, but many children printed a caption over each face after completing the drawing of various expressions for the different conditions.

Since the subject was asked to identify one of his best friends initially, a validity check was made by using that given name first to determine whether the subject matched picture number one with the designated best friend. To avoid the inclusion of interfering factors once the scheme was understood by a subject, the selection of the appropriate face for each classmate was completed first. Then questions and comments were solicited to determine the criteria used by the subject to assign the social distance to each of his classmate peers.

The scoring of the Elementary Sociometric Rating Scale was a summation of the numerical ratings given by each subject to all of his classmates and a summation of the numerical ratings received by each subject from all of his classmates. Thus an overall index of acceptance of classmate peers was obtained.

ELEMENTARY SOCIOMETRIC RATING SCALE

Tell me who you like to be with most in your classroom. That person is ____.

Give the child the sheet with five faces. Then ask: Would you complete the faces on this sheet by changing the mouth to show how you feel when I name different kinds of people? Imagine that each face is yours.

1. Change your mouth on face number one to show how you feel when you think of the classmate you like to be with most - your best friend.
2. Change your mouth on face number two to show how you feel when you think of a classmate that it feels good to be with - one of your good friends.
3. Change your mouth on face number three to show how you feel when you think of a classmate you like to work and play with when you can - just a friend.
4. Change your mouth on face number four to show how you feel when you think of a classmate who is not nice to you.
5. Change your mouth on face number five to show how you feel when you think of a classmate who often makes you mad or makes you feel bad.

I have a list of all the children in your classroom. When I mention the name of a classmate, I want you to pick the face which shows how you feel when you are with that person.
(Go through the complete list and place the number of the picture after each child's name. Start with the best friend he mentioned initially to be certain he understands the scheme since he should choose picture number one).

After completing the procedure with the faces and recording the numerals go back through the list and ask the child why he feels about each child the way he indicated. Briefly note the reasons given in such a manner that you are able to maintain a smoothly flowing conversation.

Names	Picture	Comments or reasons
Mary Jones		

APPENDIX G

The letter and questionnaire included in Appendix G were sent to the parents of each elementary school child involved in the project early in the second semester of the school year. As the letter indicated, the teacher training students were not on campus many calendar days from mid December to the first week in February with finals and other end-of-semester activities interfering with their schedules.

The purpose of the letter was to inform the parents of the existing circumstances since many student and child relationships had been quite actively pursued prior to the Christmas vacation but were less active during the short interim between that vacation and the semester break. The purpose of the questionnaire was to assess the attitude of involved parents, to solicit suggestions, and to become aware of existing problems that the teacher training students had not communicated to the project director.

The questionnaire was not used at the end of the project. Much of the same type of information was gathered from the teacher training students when they were interviewed near the culmination of the school year. It was considered the parents had provided the most salient information in the one survey and little would be gained by duplication of the process.

Dear Parents,

The first semester of this school year slipped past very rapidly. We hope it has been a good year for your family and especially for your youngster, or youngsters, who are involved in the special friend project at St. Johns Lutheran School.

We wish to thank you for the hospitality and many kindnesses shown to the college students involved. In many instances students have expressed feelings of real kinship and even what sounds like love for your youngster. They also appreciate the confidence you have placed in them and the time you have taken to make them feel at home with you and with your youngster.

In most cases a particular relationship has had its high points and its lulls. We have to remember that even though each college student was enthused about participating when he volunteered earlier this school year, the students are quite young and they may not have been as consistent in spending time with your youngster or in keeping you and your youngster informed about their activities and plans as we had encouraged them to do. We are not making excuses for them, but there has been a good deal of illness this fall among college students as well as the children in the primary grades. The weather has been against us for some weeks, especially when a student did not have transportation. Many calendar days have gone by with very few actual regularly scheduled weeks of school for the college students since mid December. The students faced final exams about ten days after returning from Christmas vacation, many were gone during semester break, and some were on choir tour. Things are just now settling back to a normal routine. It has been very easy for a student to have extenuating circumstances which would cause him to have minimal contact with your youngster during the past six weeks. Where this has been true, the student often feels guilty and almost hesitant to come through strongly again as he may feel he has messed up the relationship. We hope you can understand the problems students have faced and be patient and encouraging as they in a sense start all over again.

We have repeatedly encouraged the college students to keep up their communication with your youngster even if they are ill, out of town, faced with a barrage of tests, or are involved in music, drama, or athletic activities which tie them up during the most opportune hours to be with a special friend. At this stage in the relationship, it might be helpful to encourage your youngster to reciprocate in communication by letting his special friend know what is going on at school or let him know about special programs in which your child may be a participant, such as the band concert this past Sunday, and the orchestra recital coming up next week, your boy involved in wrestling, etc., as examples.

We'd like to thank you for your cooperation, kindnesses, and patience. We wanted to briefly explain the complexion of campus activities which may have been the cause of a slow down in activities or may have been used as an excuse by some college students. We'd like to encourage you or your youngster to keep in touch with his special friend and inform the college student of highlights in your youngster's future activities. We'd like to apologize for any case where the relationship has lagged and beg you to understand the students have a lot of maturing to do before they become professional teachers and also understand that they have accepted this project over and above a full load of course work, working their way through school in some cases, and being involved in the many other activities on campus.

We have enclosed a brief questionnaire which we would like to have you fill out at your convenience. Thank you for your cooperation and consideration.

Respectfully yours,
William Preuss

Special Friend Project Questionnaire

1. As a parent, what is your feeling about the relationship which has been established between your child and a college student?

poor				fair			excellent	
/	/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	8	9

2. Would you briefly state your reason(s) for the feeling expressed on the scale above.

3. If you feel there are some strengths or weaknesses in the project as it has developed thus far, or have suggestions for the immediate or distant future, please indicate your thoughts.
Strengths:

Weaknesses:

Suggestions:

4. How do you think your child feels about the relationship which has been established?

poor fair excellent

/ / / / / / / / /
1 2 3 4 5 6 7 8 9

5. What has your child appreciated most about his special friend?

6. If there are problems which have developed, would you please identify them.

Thank you again. Blessings to you and your family throughout this year.

WJP

APPENDIX H

Each teacher training student who had developed a relationship with an elementary school child was interviewed near the end of the school year. The first group of questions focused upon the student's general attitude and level of functioning. The questions selected were based upon unpublished research completed by Dodge in which he developed a Teacher Attitude Survey with which to predict the type of classroom climate a prospective teacher training student would maintain as a beginning teacher. Dodge standardized a manual with which to score the responses to the various questions and thus arrive at an index of student's approach to interpersonal relations with children. A complete description of the development and predictive validity of that technique can be found in Dodge's report.[15]

The manual developed by Dodge was used to score the first five questions of the general questionnaire found in the structured interview. The manual is not included in this report due to its availability in another source. The purpose for scoring the data thus obtained was an attempt to correlate the Teacher Attitude Survey index with the other information gathered on the teacher training students involved in this project to establish a basis upon which to predict the readiness and probable success of a teacher training student for involvement in a similar program with elementary school children. The index could serve the purpose of selecting students who are ready for this type of involvement prior to their inclusion in a similar project.

The second array of questions included in the structured interview were designed to elicit a conglomerate assessment of the nature of the relationship developed by the teacher training student with his designated elementary school child. There was duplication of the type of information solicited from parents on the questionnaire presented in Appendix G, which was intended to validate and update the information thus obtained, as well as to gain insight from the perspective of the teacher training student.

The interviews were taped and transcripts were made. The purpose for taping was explained to each student with an emphasis placed upon the project director's desire to gain a global view of the strengths, weaknesses, success, and failure of the total project. The confidentiality of each student's report was promised and maintained. The students seemed open and frank in giving their responses.

Structured Interview for Teacher Training Students

General Questionnaire

1. What kind of people do you like best? Why?

2. What experiences do you think will enable you to become a better person? Why?

3. What limitations or obstacles do you think may prevent you from achieving your goals? Why?

4. What do you want your students to learn from you?

5. Describe briefly what you think a good teacher is like?

6. Whom do you admire?

7. Describe what is a typical day for you. Start with the time you get up and go on through the day and evening.

8. Describe the highlights of your high school experiences. Explain the nature of activities with which you were involved. What leadership roles did you play?

Relationship with a Child Questionnaire

1. What gave you the most satisfaction in your special friend relationship? What did you enjoy the most?

2. What problems did you encounter in starting your relationship? Did you have any difficulty in maintaining it?

3. What suggestions do you have for us in the future if we were to start a new program? Do you have any specific suggestions with regard to communication, structure of meetings, help and direction given to you at the start or during the year?

4. If credit were given for the experience and specific requirements had to be carried through but not graded, how would you feel about the special friend project? How is this different from your present feeling?

5. Has this experience changed your decision or feeling about teaching in any way? Please explain.

6. Will you continue your relationship next year?

7. How do you think your special friend's parents feel about your relationship with their child? How does your special friend feel? If you were a parent, would you want your child to develop such an association?

8. Is there anything you would like to share about the experiences you have had that has not been asked directly, either negative, positive, or suggestive?

9. Where would you place your feeling about your relationship on a nine point scale ranging from poor to excellent?

Poor				Fair				Excellent
/	/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	8	9

APPENDIX I

The booklet given to each teacher training student at the beginning of the project was intended to stimulate his thinking toward planning activities which would be enjoyable to the elementary school child. The booklet contained an annotated bibliography of source materials for activities deemed appropriate for children this age. Resumes of the experiences of several students who had established a similar relationship with an elementary school child in a pilot study were included. Some selected excerpts from a number of authorities in child development were incorporated as a frame of reference for understanding the concept of acceptance. A section was included on conversation starters and role playing situations. A brief explanation of standardized testing procedures was presented in anticipation of the data gathering procedures whereby the teacher training student administered several instruments to his child and summarized his observations on The Child Behavior Rating Scale.

The emphasis was placed upon utilizing the unique skills, abilities, interests, and concerns of the teacher training student and the child in developing an individualized program of interaction in their relationship. Repeated encouragement was directed toward the goal of sharing a variety of experiences to determine mutually complementary personality characteristics which would permit them to function as two special friends.

The suggested activities were categorized under the broad headings of being together for fun, for discussion, for class projects, for investment in others, and for planning toward the future. Supplementary ideas were shared or presented during the course of the project. A facsimile of the booklet was not included in this report due to its volume and because the selections included were not necessarily the only ones which could be utilized for the same purpose.

APPENDIX J

INSTRUCTIONAL PROGRAM

Invitation

The initial instruction was the same for all teacher training students. Each student invited to participate was given a brief explanation of the project and the general expectations in terms of his interest and time during an interview. When a student reached his decision, he was asked to sign a commitment which summarized the salient points of the explanation given.

Commitment

You are invited to become a part of the St. Johns research project. We want you to understand that this means you establish a relationship with a second or third grade child this academic school year...a child that we will designate or assign to you very soon. We will be taking some of your time to explain things to you, and we will expect you to spend some time on a regular basis with the child and make it worthwhile for him. We will expect you to be consistent in your efforts, you will want to talk to the teacher at times, and you will want to observe in the classroom at times.

If you don't feel you can become a part of this venture, please indicate so now to avoid embarrassment or hurt feelings in the future. We believe this can add a good deal to your education, but we are asking you to make a commitment to carry the project throughout the academic year. After thinking it over, will you indicate your decision below.

I want to be involved in the St. Johns Project. ___Yes ___No

Matching

After each of the teacher training students were matched with an elementary school child, those students assigned to a particular room met as a group. At that time each student received the name and address of his child, the occupation of the child's father, and any unique information about the family which might be important to the student in making his initial contact with the family.

Each student received a booklet with a number of resumes of activities and reactions of students who had established a similar relationship with a child in a pilot study. An annotated bibliography of books and articles containing suggested activities for children in the primary grades was also included in the booklet.

The preferences of the classroom teachers with regard to observations within the classroom; introduction of the college student to the elementary school child; and conferences with the teacher about a particular child's classroom behavior, interests, capabilities, and the like, were explained to each group. A seating chart was also provided to each student to aid in becoming acquainted not only with his assigned child but also with the child's classmates.

Several approaches to contacting parents were explained. Alternatives were explored where transportation became an obstacle. Emphasis was placed upon early identification by the college student to the child's teacher and parents so responsible adults were always aware of the child's association and activities with his designated college friend. The students were asked to report to the investigator the results of their communication with parents and teachers as well as their first meeting with the child after the initial introduction.

Reporting Back

After each student had been with his child (special friend) and reported to the investigator privately, each group of students met to share, discuss, and raise questions about individual relationships, classroom or school policies and procedures, and relationships to the child's family.

Emphasis was given to the following considerations:

1. Consider the viewpoint of the child as well as his parents in all planned activities. Avoid disrupting family schedules. Consult parents before planning special activities with the child so parents are not placed in an awkward position by having to say no after enthusiasm was raised for the activity or by having to change their own plans to meet your schedule.
2. Build rapport by finding and capitalizing on the child's present interests. Talk about and do things the child enjoys initially so he anticipates being with you again. The child's life may be pretty busy already without a relationship to a college student, so you may have to develop a need or a place in his life for the time he spends with you.
3. Become aware of school routines so contacting and meeting your special friend, observing and/or participating in the classroom does not disrupt the total educational program.
4. Keep a brief record or log of observations, dates, and time spent with your special friend, activities, and the general results. You may want a diary for personal reference, or child study projects in courses, or to reflect upon your experiences some months in the future. Later we would like some general information about time and activities which can be summarized from such a record.
5. To maintain a degree of confidentiality, don't place the child's name on any notes or diary you keep on your relationship. You may lose some of the materials or someone may pick it up accidentally. Be cautious of talking too freely about anything your child, his family, or his teacher shares with you. You are considered a professional person who keeps confidences and doesn't jump to conclusions. Bits of information shared with a roommate may travel via the grapevine, be picked up by someone who knows a particular child, and interpreted in a manner not intended. Try to place yourself in the role of the parents of your special friend and control your communication accordingly.

Instructional Cycles

The following presents an outline of the instructional cycles in ten areas of human relations principles. As was previously indicated, each area under consideration was initially presented in a lecture to the three groups of teacher training students designated for inclusion in the instructional phase of the program. There was little opportunity for feedback or discussion. During the week following the initial presentation, the teacher training students involved in a particular classroom met as a group to consider the general application of the principles presented in the lecture in terms of dormitory living, campus activities, friends and classroom interaction. The next week the students met again to consider the implications included in the lecture for specific application to the elementary school child's level of activities and to become quite practical in their attempts to be models and influence agents to their young associates. The follow-up meetings were essentially didactic instructional periods with minimal discussion due to time limitations and the size of each group which was twenty or more students.

It was impossible to maintain perfect attendance at instructional meetings due to conflicts with other commitments on the part of teacher training students, illness, forgetfulness, sporadic interest, and the like. This was to be anticipated as the same conditions exist in attendance for courses and organizations. Provisions for absences were made by recording the lectures on audio tapes which were available in the campus speech-audio laboratory and by reproducing the lectures and content of application meetings for distribution to the students designated for inclusion in the instructional cycles. The reproduction and distribution of materials served a two-fold purpose of keeping those who missed a meeting currently informed and providing a resource of materials for review and reflection for each of the students as the program developed.

The majority of the lectures were presented by the investigator and the consultants on campus. The content of lectures presented by three visitors on campus was directed or tailored toward human relations principles and were opened to a larger audience than the students involved in the project. The three visiting lecturers were Dr. Donald Clifton, Associate Director of the Nebraska Human Resources Research Foundation; Dr. Carl Winters, sponsored by General Motors; and Dr. Harry Harlow, Director of Primate Studies, of the University of Wisconsin.

The instructional program is presented in outline form. The complete text could be voluminous. The sequencing of ideas in the various areas can likely be identified with a number of current authors in psychology. The presentations were generally electic rather than a reproduction of any one authority's approach.

Instruction I

FRIENDSHIP

A. What is friendship
    1. Reciprocal feelings
    2. Love deficiency
    3. Love vitamin[16]

B. Levels of friendship
   1. Megaposicopastasis: positive effect on both parties
   2. Microposicopastasis: positive effect on one party
   3. Copastasis: neutral effect
   4. Micronegacopastasis: negative effect on one party
   5. Meganegacopastasis: negative effect on both parties

C. Friendship scale [17]
   1. Finds genuine pleasure in making others happy
   2. Offers assistance to those in need
   3. Shows ability to establish quickly a friendly relationship with new acquaintances
   4. Extends praise to others for their success
   5. Discusses the other person's interests with them
   6. Accepted as a friend by both sexes
   7. Is interested in discovering the backgrounds of others
   8. Uses a person's name when greeting him
   9. Knows how and when to be witty
   10. Follows accepted rules of etiquette
   11. Generally seeks the company of the same persons in social situations
   12. Shows limited interest in other people
   13. Sometimes passes without greeting
   14. Has an unusual pessimistic attitude toward life
   15. Constantly magnifies the faults of others

D. Circles of acquaintance
   0. Don't know
   1. Don't care to know or be with
   2. Haven't taken time to get to know
   3. Know them by sight
   4. Exchange greetings occasionally
   5. Exchange greetings frequently
   6. Visit with them occasionally
   7. Spend time with them often
   8. Good friends
   9. Closest friends

E. Love your neighbor as yourself
   1. Secure relationships
   2. Insecure relationships

General Application

1. What is a good friend really like? What does he do for you? What do you do for him?
   We have different ideas about what a true friend really is, as well as a variety of means by which we try to be a friend to others of our choice. Perhaps being a friend to someone consistently, that is in all situations, and being someone others can depend upon to the extent they do not hesitate to seek a favor when they know it may inconvenience us are crucial elements of friendship.
2. What is a happy person like? To what extent are you a model of that type of behavior?
3. Behavioral objectives

    a. Display consistent friendliness to everyone
    b. Bring others into your group and make them feel welcome
    c. Display a sincere interest in making friends
    d. Take the initiative in interactions with others for making and maintaining relationships
    e. Speak spontaneously and consistently to friends and acquaintances as well as to people you do not know
4. Problems to overcome
    a. Difficulty in becoming acquainted with others
    b. Inconsistency: sometimes friendly and sometimes not friendly
    c. Excessive selectivity in seeking friendship
    d. Social climbing
    e. Giving the impression of not wanting friends

Specific Application

Focus your understanding of friendship toward the relationship developing between you and your special friend. Then think of your special friend's relationships with his peers.

1. How can you help your child think in terms of being a friend to his classmates?
2. How can you become a model for him to imitate? For him to use as an identity figure?
3. Can your child be encouraged to include everyone in his classroom as a friend?
4. Have you discovered any problems in your child's classroom relationships?
5. Conversation stimulators: What can you do if...
    a. A friend doesn't understand an explanation given by the teacher?
    b. Someone makes a mistake?
    c. Someone has an accident, or is ill, or doesn't feel well?
    d. You have exciting news to share?
    e. You are working together and an argument starts?
    f. Someone ruined a project of yours?

Instruction II

ACCEPTANCE

A. Self acceptance
    1. Foundation in religious beliefs
    2. Previous and present relationships
    3. Positive self concept

B. Acceptance of others
    1. Accept individuals as they are
    2. Positive action toward others
    3. Self acceptance reciprocal with acceptance of others
C. Acceptance by others
    1. Relationship to preceding two conditions
    2. Selective perception
D. Real self and ideal self

    1. Frustration gap
    2. Alleviating the gap
  E. Analogy of the dipper and the bucket [19]
    1. Emotional support
    2. Emotional withdrawal
    3. True and practical acceptance

General Application

1. Difference between acceptance and condoning poor or inappropriate behavior
2. Acceptance and conformity
3. Sensitivity to the feelings of others [20]
   a. Life is a performance
   b. Instead of categorizing people, seek what is going on in each person's life
   c. Learn to predict thoughts, actions, feelings of others accurately
   d. Basis for getting along with, sparking interests of, and inspiring self-confidence within others
   e. Self preoccupation blocks full and sensitive responding
   f. Get all the facts straight, listen for real thoughts and feelings, be slow to pass judgment
4. Specific application of filling and dipping into another's bucket
5. Behavioral objectives of acceptance by others
   a. Sought as a friend by everyone as we seek to be a friend
   b. Is extremely well liked, sought as a confidant
   c. Considered a good companion and interesting person by peers
   d. Sought as a partner in work and play associations
   e. Has many friends and is careful of offending others
   f. Learns to draw the best qualities out of others
6. Implications of objectives for acceptance of self and acceptance of others
7. Problems to overcome
   a. Selective acceptance
   b. Feelings of non-inclusion
   c. Becoming more interested and interesting
   d. Rejection and ignoring
   e. The outsider complex

Specific Application

1. How well does your child accept himself? Others in general? Classmates in particular?
2. How well is he accepted by others in general? At home? At school?
3. Are you a model of a positive person? What does this entail?
4. What can your friend do to help move toward others with real interest and concern for their welfare?
5. Draw your youngster in conversation about relationships. Recall responses to instruments as a starting point. Set realistic and achievable goals for both of you and compare progress made toward the goals during subsequent conversations
6. Potentiality of a child
   a. What are some of the accomplishments of your child that merit the attention of others?

    b. What talents does your child have in which he demonstrates a greater ability than half his peers?
7. What do you envision your child to be like (to become) ten years from now? Can you contribute to his becoming now? How?

Instruction III

ATTITUDE TOWARD OTHERS

A. Attitude toward self
    1. List desired changes in self
    2. Reasons for desired changes
    3. How would you function better if desires were realities
B. Attitude is basis of relationships
    1. Perceive with our attitudes
    2. Personal analysis
    3. Goals to guide attitude change
C. Relationship of acceptance and attitude
    1. Acceptance of self
    2. Acceptance of life tasks
    3. Acceptance of successes and failures
    4. Acceptance of responsibility to others
D. Who you are
    1. Know yourself
    2. Realize investment in you
    3. Invest yourself in others
E. Worth and dignity of each individual
    1. Self respect
    2. Respect for others
    3. Love in action
    4. Love must be lived

General Application

1. What motivation do you have for desired self improvement?
2. How would this help you in your relationships with others? Would greater self understanding and self improvement effect your attitude towards others? In what way?
3. What strengths do you have at the present time? What weaknesses? Which gets your most attention and concern?
4. What might happen to your weaknesses if you really made the most of your strengths?
5. Can you learn to focus on the strengths, assets, and good points of others and pay minimal attention to their less complimentary characteristics? Did you ever try making a list of your strengths and weaknesses or those of a friend? Might you look at each acquaintance differently if you consistently, though realistically, controlled your perception of that individual? What might this do to your general attitude toward people if you consistently accentuate the positive, and sought to eliminate the negative?
6. Behavioral objectives
    a. Practice the belief everyone has great individual worth
    b. Show genuine pleasure in the success of others
    c. Look for the best points in others - communicate an expectation of the best from them

    d. Learn to overlook the faults and shortcomings of others
    e. Manifest the belief in the equality of persons and the opportunities they should be given
7. Problems to overcome
    a. Criticism of the actions and viewpoints of others
    b. Exclusive clique activity and its ramifications
    c. Manipulating people for one's personal gain
    d. Displaying an attitude of superiority
    e. Jealousy with regard to the success of others
    f. Concentrating on weaknesses and faults of others

Specific Application

1. Think in terms of investing yourself in your special friend. What you want to strengthen or develop more fully in him should be given an opportunity for expression in his dealing with you and his peers.
2. Become aware of the social and emotional structure in the classroom. Determine how your child fits into the web of relationships. Set goals and challenges accordingly.
3. Help your friend to concentrate on the potential and strengths of peers and friends.
4. Develop a security-giving relationship rather than a sentimental attachment. You are not simply doing things for your child but searching for opportunities to permit your investment to flow through him in service to others.[21]
5. If you are convinced of his potential, you must convince him so he truly lives up to that potential - lives up to your realistic expectations.
6. Spontaneous stimulators
    a. What conversational topics or kinds of activities will almost invariably stimulate your child to enthusiastic participation?
    b. What are some of your child's "hot buttons"?
7. Can you help him discover those motivational triggers in his peers and friends?

Instruction IV

THE TEN COMMANDMENTS OF HUMAN RELATIONS

(Presentation by Dr. Carl Winters)

A. Thou shalt love people, not just use them
B. Thou shalt develop thine understanding
C. Thou shalt compliment more than criticize
D. Thou shalt not get angry
E. Thou shalt not argue
F. Thou shalt be kind
G. Thou shalt have a sense of humor
H. Thou shalt smile
I. Thou shalt practice what thou preachest
J. Thou shalt go to school to the Headmaster of the Universe, the Master of Men, the Secretary of Human Relations, namely, Jesus Christ

General Application

What is social maturity? Besides the ability to work and play and live with other people, maturity includes the enjoyment of these activities fully. It implies a useful and creative life, the capacity to give and to receive love, the enjoyment of self-reliance, effort, and accomplishment.[22]

1. Do you make your own decisions, make plans for the future, and try to carry them out?
2. Do you enjoy group activities, assume responsibilities and carry them through to completion, seek to use your resources for enhancement of others?
3. Do you maintain a balance between work and play, gain approval and attention through worthwhile achievements, reduce egocentric interests if they impede group goals?
4. Can you accept constructive criticism, look at the bright side of things, and work through cooperation rather than competition?
5. Behavioral objectives
    - a. Growth toward self-reliance
    - b. Become more outgoing and interested in others
    - c. Learn to satisfy personal needs through socially desirable means
    - d. Maintain a wholesome attitude toward self and others
    - e. Arrive at personal identity through interaction with others
6. Problems to overcome
    - a. Slavish conformity to ideas of others in decision making
    - b. Lack of clear goals
    - c. Self interest which inhibits other and community orientation
    - d. Narrowing of interests and range of experiences
    - e. Inability for self evaluation or acceptance of help offered by others
    - f. Lack of a sense of humor or tendency of depression
    - g. Strong competitive spirit
    - h. Artificial standards for self and others

Specific Application

1. Lay a foundation of experiences for children to grow toward social maturity
    - a. Let them help you
    - b. Let them plan and do things themselves
    - c. Let them risk making mistakes and learn from them
    - d. Let them make decisions with minimal guidance
    - e. Let them plan and set goals
    - f. Reassure them of love and support
2. Stimulate social exploration
    - a. Give child experiences with children of similar interests and similar social skills
    - b. Avoid forcing - rather encourage
    - c. Arrange for leadership opportunities
    - d. Avoid projecting your own personality into the child

    - e. Help him become aware of the positive elements in his relationships
    - f. Build up his self respect and self image
    - g. Value and accept him as he is - immaturity is not overcome by rejection of his present level of functioning
3. Patterns of behavior
    - a. What kinds of activities make up a great deal of your child's life?
    - b. What does your child choose to do when he is allowed to do whatever he wishes?
4. Can you arrange things so one of his wishes becomes a reality in your next meeting?
5. Learn to accept your child's immaturity and help him learn to move toward a new level of handling social situations.

Instruction V

A HELPING RELATIONSHIP
(Granting Praise and Recognition)

A. Characteristics of a helping relationship [23]
   1. Acceptant democratic atmosphere
   2. Understanding feelings and their meaning
   3. Positive reinforcement of verbal behavior

B. Creating a helping relationship
   1. Perceived as trustworthy, dependable, consistent
   2. Communicate unambiguously
   3. Positive attitude toward others
   4. Keep feelings separate and distinctive
   5. Permit him to be what he is
   6. See his world as he does
   7. Receive him as he is
   8. Avoid being a threat to him
   9. Free from external evaluation
   10. Becoming or fixed

C. Process of encouragement [24]
   1. Value a person
   2. Give him self-confidence
   3. Build self-respect
   4. Recognition for effort
   5. Develop skills
   6. Focus on strengths
   7. Utilize present interests

D. Paying a compliment [25]
   1. Reinforce sense of personal worth
   2. Relayed compliment
   3. Ingenuity in complimenting
   4. Compliment of recall
   5. Indirect compliment

General Application

1. The key to creating an environment for a helping relationship is the development of empathetic feelings in both participants. The concepts of friendliness, acceptance, understanding, and attitude toward

others are prerequisites.

2. Demonstration of the power of verbal reinforcement.[26] May need to be quite dramatic to break old modes of behavior in favor of identification of a new model.
3. The effectiveness of encouragement procedures is dependent upon the recipient's perception of the investor's intent.
4. Giving and receiving compliments is a fine art which must be developed.
5. Patience must be exercised as the scheme of helping, positive reinforcement, encouragement, and giving praise and recognition has the intent of freeing rather than driving or forcing an individual to function differently.
6. Behavioral objectives
   a. Give praise and recognition sincerely and consistently
   b. Willingly minimize your own accomplishments so others do not feel inadequate by comparison
   c. Give praise quickly and freely with no strings attached
   d. Share praise and recognition with others spontaneously
   e. Give credit where credit is due unequivocally
7. Problems to be overcome
   a. Using praise and compliments to your own advantage
   b. Seldom giving praise to anyone
   c. Giving insecure commendation
   d. Ignoring the contribution of others
   e. Trying to channel credit, praise, and recognition for yourself
   f. Complimenting only when it is awkward not to, or when praise will be received in return

Specific Application

1. Children must go through various stages in learning to interact appropriately with others.[27]
   a. Relationship to parents chiefly affection, attention-gaining - pleasant and desirable.
   b. Relationship with peers filled with aggression and resistance as well as friendly overtures. Much aggressive activity is testing while exploring appropriate behavior.
   c. Children consider a friend one who helps you, likes you, gives to you, and is good to you. Friendships may be seen as something bargained for - for which a price must be paid. Withholding friendship and companionship may have become a weapon.
   d. Children need guidance in understanding what people like and dislike to adjust their behavior to certain situations. Empathy must be consciously developed.
2. Adults must help children learn social skills
   a. Children become critical of others but may not be clear on proper behavior for themselves
   b. Need example, explanation, reinforcement while testing their skills
   c. Need experience in many contexts to clarify the explanation given by adults
3. Relationship to a college student can lead to confusion if the child

is not certain whether you are an authority figure or older peer.

4. Become a model in the area of giving praise and recognition. Lead the child to give praise and recognition in relationships with you, with authority figures, and with peers.
5. Interaction index
    a. In what kinds of interpersonal arrangements does your child function best, feel most at ease?
    b. In what situations does your child have more difficulty than is usual for him?
6. Growth will likely result from putting into practice new principles within a secure context. This arrangement can be considered the best starting point for improvement in uncertain situations.

Instruction VI

THE ART OF BUILDING RELATIONSHIPS
(Contributing to Others)[28]

A. Growing in relationships
B. Family living
C. Communication
   1. Ties
   2. Emotional connections
D. Self-disclosure
   1. Impersonalness
   2. Personal circles
   3. Window scene of self
E. Risk and trust in relationships
F. Active listening
G. Get real meaning
H. Deal in love
   1. Communication plus love
   2. Complications
   3. Inhibiting attitudes
I. Definition of love
J. Contributing to others
   1. Available
   2. Attention
   3. Acceptance
   4. Association
   5. Assistance

General Application

1. Available
    a. Seek out others for interaction opportunities
    b. Arrange to meet them on their own terms
    c. Acknowledge their efforts and contributions
2. Attention
    a. Pleasantly and consistently greet others
    b. Recognize their concerns, successes, abilities, talents, strengths, contributions
    c. Inquire about their well-being, desires and background to better know and understand them

3. Acceptance
    - a. Promote a good reputation for them and defend it for them
    - b. Make and be aware of opportunities to support them
    - c. Share some of yourself - your joys, concerns, goals, beliefs
4. Association
    - a. Establish and maintain pleasant and lasting associations
    - b. Learn to know individuals well enough to begin to understand them
    - c. Be empathetic so your decisions take them into consideration
5. Assistance
    - a. Seek to understand their style of life and thinking
    - b. Plan meaningful activities with them
    - c. Help implement their plans so success is the result
    - d. Help them live up to the image they believe you have of them
    - e. Learn to support others together in a similar fashion
6. Behavioral objectives
    - a. Contribute time, energy, and talents to the welfare of associates
    - b. Exert a positive influence to avoid unrest and unpleasantness
    - c. Develop mutual trust in relationships with individuals within a group
    - d. Seek peace and happiness within a group by mediating when disagreements develop
    - e. Realistically give constructive criticism to bring about an improved relationship and progress
7. Problems to overcome
    - a. Unwillingness to give assistance in planning group endeavors
    - b. Contributing only for personal status or recognition
    - c. Criticizing the efforts of others without offering solutions
    - d. Stimulating unrest, unpleasantness, disturbances, or uneasiness
    - e. Withholding constructive effort - free loading

Specific Application

1. Self acceptance is not equated with popularity[29]
    - a. Careless communication
    - b. Resented for superiority or impatience
    - c. Threat to security of others
2. Popularity is fickle
    - a. Seek friends less secure than ourselves
    - b. Desire sicaphants in our associates
    - c. Psychological robustness may be perceived as a facade
3. Change self-concept in direction of contributing to others
    - a. Cognitive dissonance
    - b. Alteration of expectancies
    - c. Risk new experiences in stimulating, yet secure, environment
4. Goals
    - a. What does your child seem to be striving for?
    - b. What are some of your youngster's desires which stimulate a considerable amount of his behavior?
5. Can you channel his goals toward dedicated concern for others?

Instruction VII

CHANNELING EMOTIONAL SUPPORT

(Presentation by Dr. Donald Clifton)

A. Life is what you make it
   1. Thinking, planning, creative endeavor make life what you desire it to be
   2. One idea leads to another
   3. Enthusiasm spreads
   4. Need ingenuity to contribute to the lives of others

B. Self-centeredness destroys civilization
   1. When love dies
   2. Alienation
   3. Frame of reference: value people
   4. Every person is invaluable (worth millions)

C. Become hope addicts
   1. Great ideas start with a minority - you
   2. Set the stage so people can become
   3. People live up to communicated expectations
   4. Give others a new kind of hope - level of aspiration

D. Invest yourself in people
   1. Listen to develop true empathy
   2. Relationships transcend threat or reward
   3. Tokens of thoughtfulness make a difference
   4. Reciprocal growth comes from investment

E. Characteristics of human relations capital
   1. Genuine concern
   2. Bonafide acceptance
   3. Altruistic love
   4. Naive faith
   5. Sincerity
   6. Search for a helpful solution with persistence

F. Winning the peace
   1. A lonely battle
   2. Right where you are

General Application

1. Identify and study desirable behavior
   a. Self concept key to motivation
   b. Model structure aids goal setting
2. Give recognition for desirable behavior
   a. Types of recognition
   b. Personal relationship is the epitomy of recognition
3. Investment in others
   a. Personal development comes through efforts to stimulate growth in the recipient of your concern and interest
   b. Recipient must also become an investor
4. Human relations capital
   a. Understanding
   b. Sensitivity to needs
   c. Empathy and acceptance
   d. Ability to communicate effectively

    - e. Freedom to experiment
    - f. Awareness of potential
    - g. Patience
    - h. Objectivity
- 5. Exploratory relationships
    - a. Gain self understanding while discovering other people
    - b. Pay attention and give attention to others

Specific Application

- 1. A child experiencing acceptance is generally friendly and cooperative
    - a. Adjust and adapt to the situation
    - b. Outgoing and inclusive behavior
    - c. Responsible and a contributor in social activities
- 2. Certainty of relationships frees psychic energy
    - a. Assert self without conformity as goal
    - b. Positive orientation
    - c. Group-centered rather than ego-centered
- 3. Growing toward maturity
    - a. Objective with others
    - b. Social insight
    - c. Emotional control
    - d. Effect all phases of development
- 4. Observation cues[30]
    - a. Social: relationships to peers, contributions to group, avoidance tendencies, relationship to authority, dependence
    - b. Emotional: expression of emotion, frustration tolerance, seeking approval, amusement triggers, tension
    - c. Intellectual: interest range, attention to detail, memory, focus in thinking, observation and inference
    - d. Physical: energy, activity, fatigue levels

Instruction VIII

THE POSITIVE APPROACH IN HUMAN RELATIONS
(Attempting to Understand Others)

- A. Basic assumptions[31]
    - 1. Man is greatest resource
    - 2. Human relations is best means of development
- B. Fundamental beliefs
    - 1. Behavior is good or bad
    - 2. Can evaluate
    - 3. Can produce good behavior
- C. Goals of the positive approach (review)
    - 1. Study good behavior
    - 2. Recognize good behavior
    - 3. Invest human relations capital
- D. Working principles of positive approach
    - 1. Goals - level of drive satisfaction
    - 2. Reality - shared perception
    - 3. Potentiality - belief in participants
    - 4. Relativity - proper perspective

        5. Action - conforms to intent
        6. Utility - acceptability of action
    E. Affection
        1. Investor development
        2. Maturational dimensions of affection
        3. Recipient behavior
    F. Attempting to understand others
        1. Difficulties
        2. Motivation
        3. What
        4. How

General Application

Self analysis with regard to understanding others

1. Learn to know yourself
2. Handle negative feelings
3. Mediator role
4. Defending others
5. Helping others understand themselves
6. Move beyond familiarity
7. Mutual supporting activities
8. Behavioral objectives and problems to overcome (personal)

Specific Application

1. How well do you understand your special friend?
    a. What bothers him?
    b. What are his hopes and desires?
    c. What causes his happy reactions?
    d. What turns him off?
2. Does he understand the same about you? Can you really characterize each other?
3. In what ways have you permitted or encouraged your special friend to reciprocate your investment in him?
4. In what ways has he been encouraged to invest in his classmates?
5. Can you teach him to be a special friend to a classmate? To a sibling? To a neighbor?
6. Observe the stages
    a. Investor development
    b. Dimensions of affection
    c. Recipient behavior

Instruction IX

THE NEGATIVE APPROACH TO HUMAN RELATIONS
(Granting Forgiveness)

- A. Positive behavior brings no change
- B. Principles of negative approach
    1. Identify cause
    2. Belief behavior is best or only solution
    3. Mistakes and errors necessary to learning
    4. Recognize errors
    5. Supportive, accepting, understanding relationship

C. Steps in application
    1. Plan before crisis
    2. Explanation of rejection of behavior
    3. Alternative solutions
    4. Take advantage of remorse
    5. Redirect goals
    6. Renew acceptance
D. Reinstate the positive approach
E. Granting forgiveness
    1. Offenses
    2. Turn awkward situation into edifying one
    3. Emotional control
F. Self analysis
    1. Own security
    2. Giving security
    3. Insurance against being offended
    4. Caution against giving offense
    5. Draw closer after conflict
    6. Hypocrisy
    7. Procrastination
    8. Condemning, condoning, forgiving

General Application

1. Self analysis
    a. Would do what
    b. Should do what
    c. New challenges
2. Behavioral objectives
    a. Always forgive and hold no grudge
    b. Eagerness to forgive and forget
    c. Take initiative so it is easy and/or unnecessary for others to apologize
    d. Demonstrate forgiveness
    e. Draw closer to person involved and be supportive
3. Problems to overcome
    a. Avoidance rather than forgiveness
    b. Selective pardoning
    c. Manifesting distaste for individuals or groups
    d. Reminding others of offense
    e. Carrying a grudge and desire to get even

Specific Application

1. Negative approach natural for children
    a. Avoidance
    b. Prohibition or protesting
    c. Punishment
    d. Thinking in terms of absolutes
2. Lead through stages of negative to positive approach
    a. Focus on causes of behavior in others
    b. Belief their behavior is acceptable
    c. Help learn through errors

        d. Recognize falacy of errors
        e. Support and accept; wait to reinforce positive behavior
    3. Develop appropriate self analysis situations
        a. Would do
        b. Should do
        c. Can do differently
    4. Emphasis returned to positive reinforcement

Instruction X

LOVE AND AFFECTION

(Presentation by Dr. Harry Harlow)

A. Maternal love
    1. Bodily contact
    2. Sustenance
    3. Protection
B. Infant love
    1. Factors leading to security
    2. Non-security leads to autism
C. Age-mate or peer love
    1. Play develops naturally with adequate stimuli
    2. Affection grows out of vigorous play
        a. Rough and tumble play
        b. Aggressive play
        c. Complex play: non-contact or withdrawal
D. Heterosexual love
    1. Receiving love a necessary antecedent
        a. Maternal affection
        b. Infant or mother affection
        c. Age-mate affection
E. Paternal love
    1. Latent but arises when needed
    2. Generalizes in many contexts
F. Social isolation
    1. Destroys social and affectional systems
    2. Not as detrimental to intellectual development
    3. Self destruction
    4. Effect on succeeding generations
G. Normal development
    1. Affectional systems
    2. Aggression
    3. Male aggressive; female passive
H. Parallel implications for human development
    1. Motherhood
    2. Social deprivation
    3. Normal loving and relationships

General Application

1. Reflect upon your own development privately
    a. Consider the affectional or love systems you recall experiencing
    b. What problems do you recall at each stage?
    c. What peak experiences or highlights do you recall?

    d. What security seeking mechanisms have you employed?
    e. Which of the above do you still rely upon?
    f. Do you feel free to share the results of such introspection?

2. Reflect upon the development of your special friend (elementary school child). Apply the same questions to what you know about your friend's personal development.

Specific Application

1. What evidence do you have to indicate a degree of success in your relationship with your child?
2. What changes have you observed in his general attitude and behavior? Any changes of specific nature?
3. What changes have you noted in your own attitude and behavior toward your child in particular? Toward young children in a general manner?
4. Have you noted any change in your feelings about yourself? In your relationships with peers? In the relationships of others toward you? In your relationships to authority figures?
5. Apply the various focal points of the preceding sequence to your special friend.
6. You are likely aware of simultaneous success and failure, strengths and weaknesses in yourself and your special friend. Use this awareness to set new goals for the immediate and distant future.

APPENDIX K

COUNSELING EMPHASES

During the month of September most of the contact with teacher training students by the project director was involved in interviewing and explaining the program to them. When mutual satisfaction was reached, the student was asked to attend a future meeting when he would be informed of his designated youngster. After the matching of teacher training students with elementary school children was completed, procedures were outlined for initiating the relationship, and the teacher training students reported the results and consideration was given to individual problems or concerns. In this manner all the students in each of the four groups received similar orientation, stimulation, and in a sense individual counseling. Two weeks after the initiation of the relationships, all four classroom teachers were available to the teacher training students in a group meeting to discuss the classroom environment, the children as a group, and individual children. Thus a type of group counseling was made available to all four groups as part of the initiation of the project.

During the month of October the small group counseling sessions were established. The teacher training students in the two classrooms designated to receive counseling experiences were divided into groups of from four to six and were asked to meet with an upper classman who had experienced a similar relationship with an elementary school child in a pilot study the preceding year. The group leaders were continuing their own relationship at this time and could reflect upon their past and present experiences while at the same time becoming aware of the instructional program to provide them with resources upon which to draw as they guided the students involved in this project to consider a variety of avenues in the establishment and maintenance of a mutually enhancing relationship with their elementary school children. This pattern was maintained for the subsequent group counseling sessions with the group leaders meeting with the project director to discuss each preceding session and prepare for the next session. The group leaders sought to have an informal discussion with any member of their group who missed a meeting prior to the next meeting. The meetings were scheduled at least twice a month. The group counseling sessions were deemed very valuable during the first semester by the project participants. Attendance became more sporadic and enthusiasm waned for certain individuals early in the second semester. The group counseling procedures were terminated at the end of March when a school vacation provided a natural point for a change of procedure. Thus this type of group counseling was carried on for approximately six calendar months.

The initial plan was to have the teacher training students meet with the classroom teachers in a group setting, as was done after the relationships were initiated, once during each instructional cycle. Schedule conflicts for teacher training students and classroom teachers made large group meetings difficult to arrange and maintain. This procedure was feasible for the first two months of the project.

The adjusted procedure consisted of the individual teacher training student talking to the classroom teacher periodically and the project director meeting with the classroom teacher to be in a position to communicate the teacher's impressions and concerns to the teacher training students individually or in a group setting as the circumstances dictated.

The individual counseling sessions focused on self-analysis by the teacher training student of his personal involvement and growth as well as analysis of the growth of his elementary school child. The basic principles and concepts of the instructional program were worked through with the student in terms that could become practical goals for activities shared with his child. The principal purpose of individual counseling sessions was to develop a relationship of mutual acceptance and trust between the investigator and each teacher training student which would serve as a model for the relationship the student was encouraged to develop with his child. The individual counseling sessions were continued from October through April.

APPENDIX L

SPECIFIC RECOMMENDATIONS FOR PROGRAM IMPLEMENTATION

The following recommendations are suggested for the purpose of making experiences such as those of the teacher training students who participated in this study, or similar experiences, an integral part of a teacher education program. The recommendations are organized as they relate to various phases of the unfolding program.

Selection of College Students

1. Teacher training students should be interviewed near the end of their freshman year or at the beginning of their sophomore year with a structured interview designed to reveal salient personal characteristics, concepts about the teaching process, and attitudes toward children. Not all sophomore teacher training students are at a stage of readiness to commit themselves consistently and responsibly to a program involving young children. It has been assumed by the project director that the data obtained from students engaged in this study through a structured interview (Appendix H) can serve the purpose of predicting such readiness when the responses of highly successful students are contrasted with the responses of students who made minimal progress in their relationship with an elementary school child.

Some of the salient characteristics are a belief that everyone has value and accepts you for what you are, a desire to grow in relationships with other people by working at developing one's self within the context of those relationships, goal orientation in seeking experiences, possession of a good deal of stamina, successful previous experience in leadership roles or involvement in a variety of activities in high school, and focus on a definite model structure or identity figure. The basic concepts about teaching, most appropriate, relate to the desire to help pupils become better persons through the vehicle of learning tasks and a real interest in a child as an individual. The attitudes toward children which seem important relate to an understanding that children go through developmental stages and that observation of their emotional and social needs and development is as crucial as awareness of achievement and overt behavior patterns.

2. Data obtained with a sociometric rating scale must be supplemented with data which reveals the basic attitudes and values of an individual, especially at the earlier levels in his college career. It was indicated elsewhere that highly chosen individuals who truly have developed human relations skills and social awareness are able to realistically recognize such skills and awareness in others. However, a sizeable number of students at the junior college level have learned to impress others favorably in a generalized manner and have not yet reached the stage of readiness to develop reciprocal depth relationships. To state the thesis more crudely, many students at this particular age have mastered the fine art of manipulating people rather than relating to them and have not yet been found out by their peers. Peer responses

did not seem to weigh heavily enough the second and third categories of the Sociometric Rating Scale used with college students in this study to screen out those individuals not yet ready to meet the demands and assume the responsibility implicit in a project involving young children.

Those teacher training students who possessed or developed the attitude that relationships with people should be other directed, rather than egocentric, were most satisfied with the association with a child. Such a relationship became mutually gratifying because it developed into at least a low level altruistic association where each participant enjoyed the company of his partner but not on the basis of personal gain. A good question for potential teachers might well be to consider whether they have experienced such a relationship previously where they really liked another person and were liked in return without a focal point on personal enhancement. The attitude must precede the skill development for most salutary results.

3. The opportunity to gain educational experiences above and beyond specified assignments, needs much more emphasis in the orientation of teacher training students. In the midst of much verbage with regard to relevancy of higher education, students are reluctant to take advantage of opportunities to find relevance and to assume the responsibility of a definite commitment. In the present study students were oriented toward the opportunity open to them and were asked to make a definite commitment to carry the project through to the end. While the overall results were quite gratifying, the number who manifested a lack of responsibility were more than anticipated after the preparatory procedures of selection and invitation were employed.

The emphasis needs to remain on the opportunity and challenge rather than the duty and responsibility in such an approach to educational experiences. The teacher training student must be led to risk living a particular way with people, and especially children, rather than playing the role of teacher. Empathic sensitivity must be developed to an awareness of the reality of a teacher's potential to either hurt or hinder the development of a child as well as his potential to help or stimulate development.

Involvement of Family

4. Consistent periodic communication should be maintained with the parents of children involved in the project. Since periodic mailings may fall into the category of bulk mail, other means of communication as telephone, home visitation, and small group meetings should be utilized. Parents develop misconceptions of what the project may become. They may have felt awkward with regard to their relationship to the teacher training student. Parents hesitated to enter into the planning of the teacher training student and their youngster even when unnecessary inconvenience could have been avoided by so doing. When a relationship had not developed into a complementary association, or when the teacher training student had been negligent in assuming his respons-

ibility, some parents were at a loss with regard to an explanation to their child, communication with the teacher training student, or communication with the project director.

Parents were very cooperative in the present study and made many allowances for the youth of the teacher training students. They hesitated to contact the project director for fear the teacher training student might be misrepresented by their point of view. Some teacher training students either believed or pretended they were developing a good relationship and represented their activities as edifying in meetings and private conversations with the project director when in actuality they were quite sporadic in their association with the child. The responsible college instructor needs to initiate consistent communication with parents as well as with the teacher training student to have a realistic assessment of the growing relationship.

Much of the problem briefly described can be considered by the teacher training students as a prelude to the type of communication barriers they must overcome as professional persons. Standard means of communication may not reach parents. A particular skill must be developed to make personal contact, create a favorable impression, be certain communication has transpired, and tactfully adjust to the existing family schedule and pattern in making future personal contacts.

5. Initial communication to parents should be withheld until the teacher training students are selected, oriented, and matched with the child. In the present study, the teacher training students began their relationships with children less than two weeks after the meeting with parents. However, in a number of instances the children were so anxious to meet their college friend that students observing in the school or walking past the school were questioned as to whose friend they were to become. A degree of preparation and discussion seemed essential. It was perhaps a normal reaction for the youngsters to expect fulfillment almost immediately after the explanation to their parents.

6. Attention should be given to other children within a particular family, especially those nearly the same age as a child who is matched with a college student. A number of parents have indicated the complementary nature of the relationship for the child involved but also the problems created when siblings did not have a college friend as well. In many instances in the present project other arrangements were made to alleviate such problems. However, it occurred often enough to be taken into consideration in the future. Teacher training students involved with such a situation were able in many instances to be a friend to the family, and plan accordingly some of the time, while reserving their "special friend" status for the child to whom they were responsible.

It was apparent in the present study that in most instances parents perceived the relationship of a teacher training student to their child as an edifying experience for both participants. In several instances the college student was looked upon as a readily available baby sitter, as a social companion for the same sex parent, or as a significant person who might solve problems for the child with which parents and teachers were unable to cope. To state the situation in other terms, some parents expected the teacher training student to assume a role which is basically the prerogative of the parents themselves.

Involvement of Teachers

7. In addition to the initial explanation of the project to teachers and the subsequent communication and interest shown by the project director, classroom teachers desired some feedback with regard to the impression students had of their classroom. In the present study this feedback was lacking. Teacher training students were more concerned with their association to the children and many did not take the opportunity to observe, to volunteer as teacher aides, or to confer with teachers individually to the extent the project director encouraged them to and had anticipated they would.

When teacher training students took the time to become involved in the child's world in the classroom as well as the child's world outside the classroom, they were very much enthused with the results in personal understanding as well as the effect it had upon their relationship with the child. A number of teacher training students involved with athletic teams or numerous campus activities found participation in the classroom was the best means of keeping their relationship current and consistent.

8. In view of the previous explanation, provisions should be made to include teacher training students in more of the classroom procedures as aides to the classroom teacher. Such a practice should provide teachers with desired feedback, students with a more complete experience, and the child with greater security as the teacher training student perceives a broader spectrum of the child's world.

9. If the foregoing practice is successfully carried through, then group meetings of teachers, teacher training students, and the project director would be sought by all involved and would result in relevant communication most helpful in broadening the understanding of the classroom teacher as well as the teacher training students. The net result should be more of a team effort to enhance the development of each child's potential in human relations as well as in other areas of his becoming. In such a setting, the project director becomes truly a consultant rather than a director of activities and discussion.

10. The teacher training students should be introduced and make initial contact with the elementary school children in a particular classroom at the same time. Such was the plan for this study, but schedule conflicts resulted in a straggler effect which created some unnecessary tenseness for children. A get-acquainted party which would concentrate on developing a feeling of belonging to the "family" of the classroom would be most beneficial to initiate relationships and open the door for carrying out the preceding recommendations.

Matching Procedures

11. From a research point of view, random matching was the most appropriate procedure. In some cases a good deal of adjustment in establishing relationships could be avoided if teacher training students and children were matched according to general characteristics or interests. In the present study the majority of parents and teacher training students doubted random matching was used because of the many instances of similarity of general characteristics, activity level, special interests, and the like. Examples include a wrestler matched with an extremely aggressive boy, a tall college girl matched with the girl who was tallest in her class, an organ major matched with a child who was very interested in piano, to cite a few. However, some cases developed where the college student could not or would not adjust to the desires and interests of the child. While random matching would be recommended for a research project, some degree of paralleling traits would serve as an aid to college students who are not at the maximum state of readiness to quickly change their level of functioning to appeal to an elementary school child.

Some teacher training students expressed the feeling they would like to select their elementary school child after a series of observations. This procedure would perhaps create more problems than it would solve. Some youngsters would be overchosen and others might gain the impression from their college student friend, unintentionally, that the situation was similar to being chosen last for a playground team.

12. Provision should be made to smoothly make a substitution of teacher training students when one has to withdraw from the project due to illness or other personal reasons. Several such substitutions had to be made in the present study. The most satisfactory procedure was when both treacher training students were involved concurrently in the transition stage. The initial relationship was still remembered by the child, but with understanding of why that person had to withdraw rather than the feeling of rejection by the abrupt severing of contact or very limited explanation.

Measurement Procedures

13. With an ongoing project, measurement should be kept at a minimum and conducted in terms of practical criteria more than pencil and paper types of evaluation. Many teacher training students found the children enjoyed the instruments and even desired more such questions. The teacher training students gained a fresh insight into the feelings and concerns of their children as well as a renewed awareness that social distance did exist where it had not been previously noted. The students who were not interested in the responses of their youngster likely reflected their own personal feelings and lack of appreciation for means of eliciting the not so obvious facets of their developing friend. Evaluation should be continuous, goal directed in terms of

the depth of the relationship developed, and more objective observation in practical and simulated situations rather than the heavy emphasis on verbal responses which was found in this study. The evaluation procedures should be calculated to enhance the developing relationship and lead to more complete understanding of the complexities of child development and behavior on the part of the college student.

14. Information gathered on the teacher training student by measurement procedures should be used in counseling the student toward fuller enhancing experiences. Such procedures were not utilized to the ultimate in the present study as the objective was to link the counseling procedure to the instruction in human relations principles and the development of a relationship with a child. Therefore, the data obtained on the teacher training students was utilized only for purposes of measurement. The teacher training student groups receiving individual counseling were led to analyze the data obtained from their child and generally found the procedure enlightening for setting goals in their relationship.

15. In conjunction with the foregoing statements, evaluation instruments unique to the type of experience afforded teacher training students should be developed and standardized through replication of the present project. A good deal of experimentation with evaluation is necessary to assess the degree of value and change which can be attributed to such an experience. There was a limitation of latitude for such experimentation in a short term project.

Instruction and Counseling

16. There is a limit to the number of teacher training students with whom an instructor can work effectively. The maximum would be those matched with children in one classroom. The most efficient number may be close to fifteen. The concensus of teacher training students, when the question was placed to them directly, was that weekly group meetings of an instructional nature did not meet their needs at various stages of the development of a relationship with a child. Those students involved in counseling procedures also expressed the feeling that group counseling had limited salutary value because they did not feel free to express those concerns in the presence of peers that could and would be openly expressed and handled in an individual counseling relationship with the project director.

The teacher training student's assessment of the most enhancing procedure was to have a counseling relationship with the project director; an instructional group meeting with ample time for follow up discussion at that particular time; and a sharing session which included all students involved in a classroom, the classroom teacher, and the responsible college instructor. Those three procedures on a monthly basis with announcements and reminders of elementary school calendar events were considered to provide optimum guidance, direction, goal-setting, and stimulation or encouragement to develop personal understanding and a meaningful relationship with a child.

All of the mentioned elements were part of the design of the study to a degree. The criticisms or suggestions of teacher training students could be interpreted as indicators of the ineptness of the project director. However, the request for individual counseling and group sharing came from the group receiving only instruction. The frequency of group counseling was questioned by those experiencing it, and the underscoring of individual counseling came from those receiving it. The request for application and discussion immediately following instructional lectures came from those students receiving instruction only. Many of the individuals in the group which was to establish a relationship only expressed the feeling they were a substitute in the program or that they must be the type of person who needs to be pushed to carry out a long term project.

17. There is a need for more sustained and frequent instructor and college student individual counseling during the initial stages of building the relationship. This phase can diminish in frequency once the teacher training student gains enough feedback from the child to feel he has a reciprocal satisfying relationship established. From that point on, group sessions began to have an edifying, enhancing, and stimulating effect. Other contributing factors to the effectiveness of group meetings was greater familiarity and involvement in the classroom by the teacher training student and having tried a broad range of activities with his child while developing the relationship.

18. Group meetings can be more deflating than encouraging for the student who has not yet established a sound relationship. The reason for lax attendance at meetings by an individual student often stemmed from the perception he was not measuring up to the accomplishments of his peers. The pattern followed a feeling of frustration or failure, perhaps guilt for not having worked as diligently as others, and finally withdrawal from the instructor, the group, and in some cases from the relationship with the child.

The following observation serves to document the previous suggestion. When close contact was maintained with the instructor early in the experience in such a manner that the student felt support in facing up to his frustration and had the assurance someone was concerned about his success, he sustained his efforts and attained gratifying results. When the contact was sporadic or seemed forced, it took the teacher training student longer to reach the point of intrinsic satisfaction within the relationship.

19. There is a need for tactful but continual stimulation and encouragement for the teacher training student to meet his commitment. One of the best means of providing such stimulation seemed to be through sharing concerns with dormitory mates who were also involved in the project. Pursuit or reminders by the college instructor was not as effective. A group counseling leader seeking out the individual in need of encouragement was not as effective.

Several living cells consisted of students who were all involved in the project, though some were in different groups. Though their discussions tended to contaminate the research design, the net result was more positive growth and more consistent effort on the part of each individual in those particular living cells than in others where very few students were involved in the project.

This finding does not eliminate the need for consistent communication and immediate follow-up on any student who does not seek out the college instructor when a meeting has been missed.

20. As the relationship between the teacher training student and child reaches a degree of maturity, there is likely a point of diminishing need for investment from the college instructor and stimulation from group meetings. At such time the relationship becomes the intrinsic motivation and the inviting challenge. Hence, after the relationship has progressed through the stages of establishing rapport, building a friendship, and reaches a plane of mutual investment on the part of the participants, less counseling and instruction is needed by the teacher training student until he reaches a new plateau where the cycle begins again.

21. The focal point of the program was on the development of a one-to-one relationship between a teacher training student and an elementary school child. However, periodic social activities involving small groups of the students and child pairs as well as activities involving all the teacher training students matched with children in a particular classroom seemed to enhance the development of one-to-one relationships in some instances and to develop a new level of motivation for the majority at both age levels. The administrative problem for such procedures was to select a time when teacher training students were free from other campus and work activities so some children would not be neglected while others were really gaining a renewed sense of satisfaction.

APPENDIX M

STATISTICAL FORMULAS

Wilcoxon T

The procedure for utilizing the Wilcoxon matched-pairs signed-ranks test was explained in detail within the text of the report. The value of T is the smaller, in absolute value, of the two sums of signed ranks obtained by ranking the difference scores according to the absolute value of all the scores and then summing those ranks which correspond to positive difference scores separately and adding those ranks which correspond to negative difference scores separately.

The *z* scores for Wilcoxon T values were computed using the following formulas. Since the distribution of T was approximately normal due to the size of the samples, an expected T was calculated by $T_E = \frac{N(N+1)}{4}$ and a standard deviation was calculated by $\sigma_T = \sqrt{\frac{N(N+1)(2N+1)}{24}}$ where N was equal to the number of signed-ranks. The *z* for the calculated T was then determined by $z = \frac{T-T_E}{\sigma_T}$. A *z* with the value of 1.96 indicated significance in the normal distribution at the .05 level and a *z* of 2.58 indicated significance at the .01 level. The Wilcoxon signed-ranks test was used for within group comparisons.

Mann-Whitney U

The Mann-Whitney U test was used to ascertain the significance of differences found between groups on the difference between pre-test and post-test responses on each particular scale. The basic hypothesis tested in such a manner was that the two groups under consideration had the same distribution. The alternative hypothesis was that one of the groups was stochastically larger than the other. When a significant difference was found between two groups, examination of the sums of ranks obtained with the Mann-Whitney U test and the Wilcoxon value of T for each distribution of difference scores indicated which group's responses had changed to a greater degree.

The formulas used to obtain Mann-Whitney U values were:

$U_1 = N_1N_2 + \frac{N_1(N_1+1)}{2} - R_1$ and $U_2 = N_1N_2 + \frac{N_2(N_2+1)}{2} - R_2$.

The sampling distribution of U has a mean or expected U equal to the value obtained with $U_E = \frac{N_1N_2}{2}$ and a standard deviation which was calculated by $\sigma_U = \sqrt{\frac{N_1N_2(N_1+N_2+1)}{12}}$ The obtained value of U was converted to a *z* score by $z = \frac{U_1-U_E}{\sigma_E}$ or $z = \frac{U_2-U_E}{\sigma_U}$.

Kruskal-Wallis H

The Kruskal-Wallis one-way analysis of variance by ranks was used to simultaneously compare all the data available from the various groups of subjects on each particular scale. The Kruskal-Wallis was also used with the difference scores. The following formula was used:

$$H = \frac{12}{N(N+1)} \left[\frac{R_1^2}{n_1} + \frac{R_2^2}{n_2} + \frac{R_3^2}{n_3} + \frac{R_4^2}{n_4} + \frac{R_5^2}{n_5} \right] - 3\,(N+1)$$

where N was equal to the total number of subjects in all the group combined, n was the number of subjects in a given group, and R was the sum of ranks in a given group. The value of H was compared to the values of chi square with K-1 degrees of freedom where K was equal to the number of groups considered.

References

1. Hall, W. E. Basic approaches to mental health, the program at the Nebraska human resources research foundation. *Personnel Guid. J.*, 1958, 37, 276 - 281.
2. Thorpe, P. T., *et al.* *Manual for the California Test of Personality.* Monterey: California Test Bureau, 1953.
3. Gordon, L. V. *Manual For Survey of Interpersonal Values.* Chicago: Science Research Associates, 1960.
4. Cook, W. W., *et al.* *Manual for the Minnesota Teacher Attitude Inventory.* New York: The Psychological Corporation, 1951.
5. Fitts, W. H. *Manual for the Tennessee Self Concept Scale.* Nashville: Counselor Recordings and Tests, 1965.
6. Cassel, R. N. *Manual for The Child Behavior Rating Scale.* Beverly Hills: Western Psychological Services, 1962.
7. Kelley, T. L., *et al.* *Stanford Achievement Test.* New York: Harcourt, Brace & World, 1964.
8. Preuss, W. J. The development of interpersonal relations in a college freshmen girls' dormitory. Unpublished doctoral dissertation, Univer. of Nebraska, 1967.
9. Sears, Pauline S. & Sherman, Vivian S. *In pursuit of self-esteem.* Belmont, Calif.: Wadsworth Publishing Co., 1964.
10. Langefeld, W. C. An evaluation of a program for the improvement of human relations in a high school boys' dormitory. Unpublished doctoral dissertation. Univer. of Nebraska, 1961.
11. Siegel, S. *Nonparametric statistics for the behavioral sciences.* New York: McGraw-Hill, 1956.
12. Langefeld, W. C. An evaluation of a program for the improvement of human relations in a high school boys' dormitory. Unpublished doctoral dissertation. Univer. of Nebraska, 1961.
13. Preuss, W. J. The development of interpersonal relations in a college freshmen girls' dormitory. Unpublished doctoral dissertation, Univer. of Nebraska, 1967.
14. Gordon, I. J. *Studying the child in school.* New York: John Wiley & Sons, 1966.
15. Dodge, G. W. Aptitude for positive teacher-pupil rapport. Unpublished doctoral dissertation, Univer. of Nebraska, 1962.
16. Sorokin, P. A. The powers of creative unselfish love. In A. H. Maslow (Ed.), *New knowledge in human values.* New York: Harper Brothers, 1959. Pp. 3-13.
17. Glaess, H. L. Developing interpersonal relations in a college girls' dormitory. Unpublished doctoral dissertation, Univer. of Nebraska, 1966.
18. Dinkmeyer, D. C. *Child development: the emerging self.* Englewood Cliffs: Prentice-Hall, 1965.
19. Glaess, H. L. Developing interpersonal relations in a college girls' dormitory. Unpublished doctoral dissertation, Univer. of Nebraska, 1966.
20. Lagemann, J. K. The secret of sensitivity. *Readers Digest*, 1968, 92 (551), 143-146.

21. Prescott, D. A. *The child in the educative process*. New York: McGraw-Hill, 1957.
22. Menninger, W. C. *et al*. *How to help your children*. New York: Sterling Publishing Co., 1959.
23. Bennis, W. G., Schein, E. H., Berlew, D. E., & Steele, F. I., (Eds.), *Interpersonal dynamics: essays and readings on human interaction*. Homewood, Ill.: Dorsey Press, 1964.
24. Dinkmeyer, D. C. & Dreikurs, R. *Encouraging children to learn: the encouragement process*. Englewood Cliffs: Prentice-Hall, 1963.
25. Adams, D. J. The art of paying a compliment. *Readers Digest*, Nov., 1964, 192.
26. Verplanck, W. S. The control of the content of conversation: Reinforcement of statements of opinion. *J. abnorm. soc. Psychol.*, 1955, 51, 668-676.
27. Wann, K. D., Dorn, Miriam S., & Liddle, Elizabeth A. *Fostering intellectual development in young children*. New York: Teachers College, 1962.
28. Wegemeyer, N. E. *The art of christian relationships*. Minneapolis: Augsburg Publishing House, 1967.
29. McCandless, B. R. *Children behavior and development*. New York: Holt, Rinehart & Winston, 1967.
30. Dinkmeyer, D. C. *Child development: the emerging self*. Englewood Cliffs: Prentice-Hall, 1965.
31. Preuss, W. J. The development of interpersonal relations in a college freshmen girls' dormitory. Unpublished doctoral dissertation, Univer. of Nebraska, 1967.

Bibliography

Combs, A. W. *The professional education of teachers: a perceptual view of teacher preparation*. Boston: Allyn & Bacon, 1965.

Combs, A. W. & Snygg, D. *Individual behavior: a perceptual approach to behavior*. New York: Harper Brothers, 1959.

Dodge, G. W., & Clifton, D. O. Teacher-pupil rapport and student teacher characteristics. *J. educ. Psychol.* 47, 1956, 364-371.

Gillham, Helen L. *Helping children accept themselves and others*. New York: Teachers College, 1959.

Hamachek, D. E. (Ed.) *The self in growth, teaching, and learning*. Englewood Cliffs: Prentice-Hall, 1965.

Hurlock, Elizabeth B. *Child development*. New York: McGraw-Hill, 1964.

Jenkins, Gladys G. *Helping children reach their potential*. Chicago: Scott-Foresman, 1961.

Jersild, A. T. *Child psychology*. Englewood Cliffs: Prentice-Hall, 1968.

Kipnis, Dorothy M. Changes in self-concepts in relation to perception of others. J. *Pers.*, 29, 1961, 449-465.

Rogers, C. R. A theory of therapy, personality and interpersonal relationships. In S. Koch (Ed.), *Psychology: a study of science*. New York: McGraw-Hill, 1959, 184-256.

Rogers, C. R., & Coulson, W. R. (Eds.) *Freedom to learn*. Columbus, Ohio: Charles E. Merrill, 1969.

Smith, H. C. *Sensitivity to people*. New York: McGraw-Hill, 1966.

Voeks, Virginia. *On becoming an educated person*. Philadelphia: W. B. Saunders Co., 1964.

Wodder, N. C. An analysis of peer ratings. Unpublished doctoral dissertation, Univer. of Nebraska, 1958.

Wylie, Ruth C. *The self concept, a critical survey of pertinent research literature*. Lincoln: University of Nebraska Press, 1961.